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ABSTRACT

English as a Second Language (ESL) composition textbooks were compared with freshman composition textbooks through a national survey of U.S. universities. A detailed content analysis of nine ESL and eighteen English composition texts was conducted. A questionnaire was sent to selected universities asking the faculty to answer textbook-related questions, and data were obtained concerning course goals, instructors, and students. Results indicate the importance of textbooks in the teaching of composition. Texts were used in virtually all of the 66 courses in the study, and in over half of these courses, the contents of the textbook closely reflected the goals of the course. The content of ESL texts were shown to be different from English texts in the amount and type of composition instruction offered, yet ESL and English instructors reported that they worked toward the same writing goals. The apparent discrepancy between expressed ESL composition goals and actual practice suggest the need to re-evaluate ESL courses and textbooks to determine whether ESL students are receiving composition instruction necessary for survival in American universities. Suggestions are offered on ways in which ESL composition textbooks could be improved to better meet the writing needs of university ESL students. (SW)

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A Comparison of ESL and English Composition Textbooks at the University Level

A thesis submitted in partial satisfaction of the requirement for the degree Master of Arts in Teaching English as a Second Language

by

Jennifer Dittman van Schaik

1978

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1978

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ABSTRACT OF THESIS

A Comparison of ESL and English Composition Textbooks at the University Level

by

Jennifer Dittman van Schaik

Master of Arts in Teaching English as a Second Language

University of California, Los Angeles, 1978

Professor John F. Povey, Chairman

English as a Second Language (ESL) students who attend an American university are expected to use the same writing techniques as native speakers. Therefore, the two groups of students should use composition textbooks which deal with similar concepts. This thesis reports the results of a study which compared ESL composition textbooks with freshman composition textbooks. Freshman texts were chosen because they can provide a guide to those writing skills necessary for acceptable college writing.

Universities throughout the United States were polled to identify which composition texts were being used. Then a detailed content analysis of nine ESL and eighteen English

composition texts was conducted. A questionnaire was sent to selected universities asking the faculty to answer textbook-related questions, such as how the texts were used within the course. In addition, the questionnaire provided data concerning course goals, instructors, and students.

The results of this research reaffirmed the importance of textbooks in the teaching of composition. Texts were used in virtually all of the sixty-six courses in the study, and in over half of these courses, the contents of the textbook closely reflected the goals of the course. The contents of ESL texts were shown to be different from English texts in the amount and type of composition instruction offered, yet ESL and English instructors reported that they worked towards the same writing goals. There seems to be a discrepancy between expressed ESL composition goals and actual practice. Therefore, both ESL courses and textbooks should be re-evaluated by ESL professionals to determine whether ESL students are receiving composition instruction necessary for survival in American universities. The final chapter of the thesis suggests ways in which ESL composition textbooks could be improved to better meet the writing needs of university ESL students.

CHAPTER I

INTRODUCTION

Textbooks are the single most important teaching tool in American education today. Next to the teacher, the textbook probably exerts greater influence upon school curricula than any other factor. For now and the foreseeable future, textbooks will continue to be foundations of most educational programs. To an overwhelming extent, they will determine what is taught, when it is taught, and often, even how it is taught.

In the teaching of composition, textbooks provide instruction in writing skills, examples of acceptable writing, and exercises for the students. Composition texts are based on some theory of how students learn to write, and these theories shape the methodologies and emphases of the texts. The extent to which a teacher uses a composition text with the students depends on how closely the content of the text relates to the course goals, and often, on the teacher's familiarity with the subject matter. Regardless of how much a composition text is used in the classroom, it can provide concrete data as to writing skills deemed important for acceptable college writing.

This study compares the contents of English as a Second Language (ESL) texts with those of English composition texts, to discover whether or not they contain instruction in similar writing techniques. ESL students in the United States are expected to exhibit the same writing skills as native-speakers; therefore, ESL texts should provide instruction in these skills. Of course, ESL texts should not be identical to English texts because ESL and native-speaking students have different English competencies and come from varied cultural backgrounds.

The rationale for this study is based on certain assumptions about textbooks and composition instruction. It is a fact that textbooks are widely used in ESL and freshman composition courses. However, the extent of textbook usage within a course may range from the text being an integral part of the course to its being merely a reference book. It is assumed that the content of a textbook can become the content of a course, especially if the instructor is unfamiliar with the subject. For these reasons, textbooks should be carefully selected according to the goals of the course and the capabilities of the students. The final assumption, which is central to the issues explored in this study, is that native speakers and foreign students should receive similar instruction in the writing skills necessary for

acceptable college writing, if foreign students are expected to compete with native-speakers in university courses.

In an attempt to discover which textbooks are currently being used in composition courses, questionnaires were sent to universities throughout the United States. After identifying nine ESL and eighteen English texts, a detailed content analysis was conducted. A second questionnaire was sent to various universities asking the faculty to answer textbook-related questions, such as how the texts are being used within the courses. The survey and content analysis procedures are described in Chapter III, and the results are discussed in Chapter IV.

If foreign students and American students are expected to employ the same writing skills, they should be using texts which deal with similar concepts. While it is true that teachers support different theories of composition and use different teaching methods, the actual techniques contained in a given textbook remain constant over the many classes that use it.

Freshman composition texts were selected for comparison with ESL texts because:

> Composition textbooks written for native-speakers (especially college freshmen), though generally unsuited for use with foreign students, are a reasonable guide to those features of expository writing accepted by educated native-speakers (Green, 1967, p. 146).

The possible use of native-speaker texts with ESL students is also explored in this study. It is assumed that if the ESL and English texts deal with similar techniques and suggest similar writing assignments, the ESL texts could be considered suitable. If there are discrepancies between the ESL and English textbooks, some remediation will be required, either by modifying and supplementing existing texts, or by producing new ESL textbooks.

The primary research questions asked in this study were:

I. Do advanced ESL and freshman composition textbooks present similar writing techniques, topics, and assignments?

II. Are composition textbooks written for non-native speakers suitable for use with advanced university ESL students who concurrently take or will subsequently take other university courses?

III. Can freshman composition textbooks be used with foreign students without making certain changes, e.g., cultural or vocabulary explanations?

IV. Are composition goals the same for advanced ESL and freshman composition courses?

In addition to the four major research questions, this study considered the following secondary questions:

a. Do ESL and English instructors utilize textbooks in similar ways?

b. Do ESL and English instructors employ similar methods for the teaching of composition?

c. Why were these textbooks chosen?

d. Will the instructors continue to use their current texts?

e. Are other English courses required for non-English majors after the freshman composition or advanced ESL course?

f. What is the academic rank of the instrucors for composition courses?

g. Is there a relationship between the academic rank of the instructors and the extent to which the texts are used within the courses?

h. Are remedial freshman composition textbooks more similar to ESL texts than to regular freshman composition texts?

These questions are discussed in Chapter IV.

This study attempts to investigate a previously unresearched aspect of the teaching of composition to ESL students. The answers to the above primary and secondary research questions should help ESL teachers become more aware of the text materials which are available to them. In addition, it is hoped that the findings will stimulate thought and discussion so that composition instruction will receive the concerned attention that it merits. The final chapter of the thesis suggests ways in which ESL composition texts could be improved to better meet the writing needs of university ESL students.

CHAPTER II

REVIEW OF LITERATURE

Despite the considerable body of literature that deals with composition in English, textbook studies are practically nonexistent. In English as a Second Language (ESL), the amount of composition-related literature is small, and there has been virtually no textbook research. This literature review attempts to synthesize the little that does exist in ESL, and to draw together what has been written about composition textbooks in both ESL and English.

Textbooks cannot be studied in and of themselves. They are integrally related to the entire educational process, so the issue of learning must be considered. Therefore, the first section of this chapter briefly looks at the process of learning to write. The importance of textbooks is treated in the second section. The third section summarizes current ESL theories of composition and describes some teaching methods, while the fourth describes what ESL scholars have written about composition textbooks. The development of English textbooks is traced in the fifth section. Several pertinent research reports are summarized as well. Textbook researchers should strive

for the eventual improvement of available texts by making suggestions based on the findings of the studies. The sixth section lists some of these suggestions, and the seventh section deals with topics for student writing, an issue of concern to both the composition theorist and the teacher.

The Process of Learning to Write

Composition is taught with less confidence and sense of direction than any other part of the English curriculum (Koops, 1975). Perhaps the reason can be traced to the diverse and often conflicting theories about the way students learn to write. Godwin (1963) says:

> No one seems to know how or why a student learns to write. Certainly the process is both cumulative and complex, the result of a variety of influences from a variety of interrelated sources (p. 35).

Research in composition has not shed light on this problem. In the classic, Research In Written Composition (Braddock, Jones and Schoer, 1963), the authors conclude that little has been proved about the influence instructional factors (such as frequency of writing and revision procedures) have on composition. On the other hand, studies researching the influence of grammar instruction on composition are numerous, and Braddock, et al., state that teaching grammar has a "negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing" (p. 37).

In ESL, scholars posit various theories about how students learn to write. Cave (1972) believes that a student learns to write by developing an awareness of the rules of how a language works. Contrary to this opinion, Dykstra and Paulston (1967) claim that:

> Students learn writing by writing, not primarily by discussing writing nor by learning the old or new grammar nor by reading others' successful work nor by being taught to think (p. 126).

Because of the great variety and frequent contradictions found in learning theories, journal articles in both ESL and English most commonly describe the authors' teaching methods, explaining how they are superior to other methods, and how the authors' students learned to write effectively using these methods. Describing a method is less controversial than hypothesizing about how students learn to write, so there is a greater chance that the reader will adopt the author's method. As a result of this dominance of method over theory, there is a lack of literature which deals with learning theories, especially in the ESL discipline.

ESL authors have also slighted textbooks and their role in the teaching of composition. Practically all that has been written about composition texts is found in English journals. This is not to say that texts are less frequently used in ESL courses than in English courses. Rather, this gap indicates that the profession of Teaching English as a Second Language (TESL) needs to increase its concern for and awareness of composition text materials.

The Importance of Textbooks

Textbooks, be they good or bad, interesting or boring, effective or ineffective, have traditionally been the most important teaching tools in education (Cronbach, 1955; Jelinek, 1956; Lynch and Evans, 1963; Black, 1967; Beechhold, 1971). Their importance begins in the first grade and persists through graduate school. Even institutions turning towards new curricula and methods depend on printed materials as much as traditional schools do (Cronbach, 1955).

The great significance of textbooks in English curricula is emphasized by Guth (1964):

> There are few things more important for us as a profession than securing text materials in language and literature that are respectable from the point of view of the scholar and effective from the point of view of the teacher (p. 397).

Wiener (1975) affirms that the quality of composition texts is essential because: "Whoever emphasizes the value of lucidity, clear voice, and audience would also exercise care in the choice of composition texts" (p. 28). Thus the composition teacher carries the responsibility not only of teaching students how to write but also of providing the students with textbooks which themselves exemplify acceptable writing.

Textbooks must be carefully considered because some instructors rely heavily upon them, and turn to them for guidance. Kitzhaber (1963) reports that freshman English is most often assigned to graduate teaching assistants and to junior instructors who have recently earned their Master's degrees. He goes on to say that the curriculum for prospective English teachers is almost entirely literary, so the inexperienced freshman composition teacher is often ill-prepared to teach composition. As Koops (1975) points out, "Inertia, economic considerations, and inadequate teacher preparation encourage many teachers to follow textbooks unquestioningly" (p. 89). Thus textbooks become the course, and they determine objectives and theoretical assumptions because nearly all texts are based upon some learning theory. In fact, some textbooks present an entire teaching method for the teaching of composition. In order to ascertain some of the underlying assumptions of ESL composition textbooks, current ESL composition theories and teaching methods will be examined.

ESL Composition Theories and Teaching Methods

According to Gorman (1975), writing is a complex activity requiring several skills; for this reason, there is no widespread agreement among teachers regarding which teaching methods to use. Gorman identifies four currently-used methods of teaching composition

to ESL students: controlled composition (sometimes called directed or guided composition), free expression, the literary model, and the rhetorical model. Each of these methods is described below.

Controlled composition is based on the assumption that the control of sentence structure and the use of accurate mechanics are essential for skill in composition. In this method, the aim is for the student to write correctly the first time so that he does not practice errors (Ross, 1968). A typical controlled composition exercise consists of a written model with specific instructions for rewriting it (Paulston, 1972). For example, the student changes the verbs in a model paragraph from the simple present to the simple past tense. Pincas (1963) suggests that the emphasis should shift gradually from the substitution of words in sentences of different patterns to the substitution of sentences in paragraphs of different types. Finally, the student makes major changes in entire stories or essays, such as changing a serious story to a satirical story.

Proponents of controlled composition list several advantages that this method has over others. Owens (1970) summarizes the more common ones: the students practice correct rather than incorrect forms; the teacher can control the advance of the student toward free composition; teaching points are covered systematically and gradually; the learner can pace his own progress within limits; and the teacher's correction load is lightened because the exercises are easy to correct. The controlled composition method is supported in

the literature by Pincas (1963), Lott (1964), Moody (1965), Robinson (1965), Dykstra (1967), Ross (1968), Cave (1972), and Paulston (1967, 1972).

Some ESL authors have not been impressed by the advantages of controlled composition. Hatch (1971) critiques the steps of 'manipulation to communication' in an attempt to discern why they "don't seem to work for most students" (p. 47). She claims that when the student reaches the so-called communication (free expression) stage, he has become in actuality a "producing parrot" (p. 49). The goal of communication has been forgotten. Hatch urges ESL teachers to employ methods and techniques that encourage students to communicate their feelings and ideas in writing without such rigid, controlled exercises. Other free composition advocates share this feeling. Even Paulston (1972), a strong supporter of controlled composition, concedes that "advanced-level writing is clearly within the realm of rhetoric where the students need to write freely to express their own ideas" (p. 39).

Within the free composition method, there has been considerable controversy over quantity of writing versus quality of writing. Erazmus (1960) outlines a plan in which students are pushed and motivated to produce extensively with little regard to the number and types of errors made. Great emphasis is placed on the amount and length of the writing, and there is little revision or rewriting. Erazmus justifies his plan by asserting that language is self-correcting and expanding, so the more it is used, the easier it

becomes for the student to use.

To test the Erazmus theory, Briere (1966) carried out an experiment in which a group of students were taught with both the extensive, no-correction technique, and a technique that emphasized revision. Briere feels that his results tentatively support the hypothesis that in the beginning stages of writing, the emphasis should be on quantity of writing. Gorman points to the questionable experimental design of Briere's study in which the same group of students received both types of instruction. Gorman states, "There appears to be no way of deducing from the evidence provided in what measure either of the two methods contributed to the final result" (p. 278).

Some authors prefer quality over quantity, and they believe that students need correction and subsequent revision in order to improve their writing skills. Knapp (1972) proposes a composition checklist technique which rewards correct writing by placing a check on the checklist next to the point well done. For example, if the student has written a good topic sentence, he receives a check beside the point, "the topic sentence concisely states the main idea of the paragraph." The teacher corrects some, though not all, mistakes. Having students correct each other's work is an alternative to teacher-correction. Witbeck (1976), after experimenting with four different peer-correction procedures, concludes that students produce more accurate and responsible work with peer-correction than with teacher correction.

To summarize, controlled expression is a popular teaching method for beginning and intermediate classes. Free expression, on the other hand, is employed primarily in intermediate and advanced classes. For the ESL teacher, the question often arises as to how to move the students from controlled to free expression.

Bracy (1971) addresses the problem of transition from controlled to free composition by describing some teaching techniques for use in intermediate classes. First of all, she agrees that controlled composition is valuable for beginning students, but she suggests that some revision of written work be included in intermediate classes so that free composition, not merely advanced controlled composition, is taught. Her suggestions are, first, to change source materials from literary analysis to activities such as panels, group discussions, and lectures. These activities could then form the basis for compositions. Second, she proposes that those skills necessary for regular academic classes, i.e., notetaking, summarizing, and writing term papers, be incorporated into the composition class.

Celce-Murcia (1974) has proposed another teaching technique, called Limited Time Writing (LTW), that could help bridge the gap between controlled and free composition. In this technique the students first discuss a familiar topic for seven to ten minutes, and then write about the topic for seven minutes in class. The teacher corrects the writings primarily for content and organization. The advantages of the technique are the short preparation time and the ease of correction (compared to theme correction). There is still a

question as to whether LTW skills are carried over to longer compositions. Thompson (1978) researched the effects of Limited Time Writing on other composition skills, and her thesis provides instructions and suggestions for the use of the procedure.[1]

A third instructional method for teaching composition is the literary model. In this method, the students study and analyze well-known literary works and then attempt to imitate the style of the writer. Gorman (1975) feels that this method cannot be recommended for use with ESL students although he offers no specific reasons why. He does say that there may be times when examples of literature could be used to illustrate a particular style or provide discussion and composition topics. This method is most often used with college-level native-speakers, and the effectiveness of the method with advanced foreign students needs further exploration and consideration.

The rhetorical method instructs students in writing elements such as logical argumentation, personal style, and point of view. Students are taught how and when to use description, narration and exposition. They also learn different organizational patterns, such as analysis and analogy. In Gorman's opinion, the imitation of various patterns of paragraph development is unlikely to encourage students to write with any degree of spontaneity (1975,

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[1]At the time of this writing, her thesis was not completed, so the results of the study cannot be reported.

p. 279). Bracy (1971) also doubts the effectiveness of this method. She states that "few teachers and fewer engineering and math-oriented students see any relevence in delving into other styles (such as narration or argumentation)" (p. 240). Erazmus (1960) believes that beginning students should not be presented with "aesthetic values and style and such concepts as unity, logical development, and organization" (p. 28). Despite these remarks from some ESL authors, the rhetorical method merits a great deal more consideration and study. Undoubtedly there are many ESL teachers who use this method successfully with their advanced students. The gap in the literature concerning the rhetorical method would be narrowed if some of these teachers would contribute to the professional journals. The importance of the method should not be overlooked because an ESL student who hopes to succeed in an American university needs to know at least the basic principles of logical development and argumentation, concepts which are crucial to most college writing, particularly in the humanities and social sciences. Future research into the types of writing required in the sciences would help instructors determine the usefulness of the rhetorical method with ESL science majors.

Summary

This review of current ESL composition theories and methods clearly points to the need for more experimentation with teaching methods. There also needs to be more discussion, especially in

professional journals, about learning and teaching theories. Before ESL teachers can help advanced students learn to write acceptable college-level English, specific writing goals must be delineated. Knowing which writing principles are considered important by English scholars will help the ESL teacher decide what to teach. One way to discover writing goals for native-speakers is to examine English composition textbooks because they will reflect some of the present composition theories, emphases, and goals. An awareness of current trends in English composition research would benefit the ESL instructor as well.

English Composition Textbooks: Past and Present

In his book English Today and Tomorrow (1964), Guth traces the development of English textbooks. For many years, the major text was a handbook for theme correction. Typically a few hundred rules were prescribed and careful application of these rules was to rid the student's writing of errors. The instructions were concise and emphatic. Such a book also contained a well-developed reference system. For example, if a student was having difficulty with the correct usage of a semi-colon, he could easily locate the section on punctuation and answer his questions concerning this mechanical problem.

These handbooks, or "linguistic etiquette books" as Guth calls them, had many drawbacks. They gave a distorted view of English by stressing mechanics rather than the processes and characteristics of substantial prose; generally there was ninety

pages of "correctness" for every ten on writing. Guth concludes that "As a group, the traditional handbooks were narrow in scope, dogmatic in tone, and negative in approach" (p. 387). Handbooks today, however, are more comprehensive, more instructive, more humble, and less prescriptive than those in the past. Textbook writers are taking into account the fact that students need to develop an awareness of the options available to them when they write.

Guth identifies four major trends in English instruction in the last few decades, and textbooks and course syllabi necessarily reflect one or more of the changes. The first movement is that the study and teaching of grammar is more linguistically oriented than it was in the past. School grammar is more authentic and concrete than in the past, so it is more teachable. "Traditional grammar defined its major categories in ambiguous terms," says Guth (p. 11). He provides the example of the verb "to walk." According to traditional grammar, this word expresses action, but in actuality, so does the noun "walk." In the linguistic approach to grammar, however, a linguist would combine the criteria of inflection and word position to describe a category. Whenever possible, additional tangible signals would be drawn upon, such as suffixes (-ment, -ness, etc.). Another movement is the modification of attitudes toward usage. Nineteenth Century texts included inventories of objections to features of familiar and everyday speech; that is, the usage considered to be correct was different than the natural speech of the students. Today, however, "appropriateness" has replaced "correctness" as the

criterion of "good English" (Guth, 1964, p. 15), and teachers and students are beginning to recognize such differences as formal and informal usage, written and oral modes, and dialect differences. The third movement is the growth of the responsible use of language in every-day life, including the study of semantics and practice in effective oral communication. Finally, the teaching of literature has shifted from auxiliary concerns, such as the biography of the author and a description of the social milieu of the work, to the actual reading of the literary piece.

In the nearly fifteen years since Guth's book appeared, little more has been written about trends in college textbooks. Research in Written Composition (Braddock et al., 1963) does not mention textbooks, not even in the list of suggestions for future research. Despite this omission, the research guidelines discussed by Braddock et al. are applicable to all types of composition research, including textbook studies.

Braddock et al. are convinced that composition research is not highly developed. While it is true that a large number of studies have been carried out, they have not been conducted with the rigor and care of scientific research. Braddock et al. say, "Not enough investigators are really informing themselves about the procedures and results of previous research before embarking on their own" (p. 5). Moreover, only a few conduct pilot studies to validate their measuring instruments before the investigation. Research in Written Composition contains summaries of five research projects

that follow acceptable research guidelines, and the authors imply that they encountered some difficulty in locating studies worth their consideration. The primary purpose of Research in Written Composition is not to describe these studies, but to plead for more rigorous studies that are the result of careful, informed preparations. Judging by the paucity of illuminating research projects, their advice unfortunately has been largely ignored.

Braddock et al.(1963) show that the worth of a research project can be limited by problems with the design of the study or with the report of the results of the study. They say:

> Just as one major flaw in design can render an otherwise careful investigation inconclusive, so can a major omission from the report make an investigation seem worthless (Braddock et al., 1963, p. 27).

Kitzhaber (1963) reports on the Dartmouth Study of Student Writing which provides an example of a report that has major omissions. The study was conducted in 1961-1962 to determine the state of composition in colleges and universities at that time (Kitzhaber, 1963). An analysis was made of ninety-five course syllabi from institutions all over the United States. To check on the reliability of the syllabi, the director of the study visited eighteen of the schools, taking extensive notes. One of the weaknesses of the study, however, is that Kitzhaber failed to describe how the syllabus analysis was carried out and how the personal visits were conducted.

Kitzhaber reports that the syllabus analysis revealed a widespread confusion of aims. He mentions further that the poor quality of teaching in freshman composition courses is due to ill-prepared instructors. He also accuses composition textbooks of being less rigorous and scholarly than other college textbooks. Because he does not support these three points with evidence from the study, his conclusions are questionable. According to the criteria established by Braddock et al.(1963), these shortcomings severely limit the usefulness and credibility of the Dartmouth Study.

In contrast, two large-scale studies of high school composition texts provide examples of thorough, well-thought-out research. The first to be conducted was the Lynch and Evans project described in High School English Textbooks (1963). This 526-page book methodically analyzes the high school texts most commonly used at that time. (The investigators' method of content analysis was adapted for this study.) Based on their findings, Lynch and Evans suggest that the concept of a four-volume series for grades nine through twelve should be replaced with that of a single-volume handbook of about 200 pages. The handbook could be used throughout high school, in this way eliminating the repetitiveness of current series. Lynch and Evans also suggest that speaking, listening and writing activities be incorporated into the literature anthologies.

The second significant textbook study was conducted by Koops (1975). He reports his findings in his doctoral dissertation entitled Recent Practices in Teaching Writing--A Critical Examination

of Junior and Senior High School Texts. Koops first extracted the current composition theories from his literature review. He delineated five major learning theories: composition through content, composition and thought, composition and language, rhetoric and composition, and composition and personal development. Then, as Lynch and Evans had done in 1963, he surveyed schools throughout the United States to isolate the most commonly-used texts. Next, Koops examined the texts to reveal the extent to which they reflect traditional and current theory. He did this by answering a set of questions, including, "Which theory of composition predominates in the texts?" Koops also analyzed the social, educational, philosophical and psychological theories underlying the texts. His analysis included the types of writing exercises offered by the books and the instructional methods suggested.

Koops (1975) found that the most widely-supported theory in textbooks was the traditional grammar theory, which states that students write better as a result of formal language or grammar study. His review of the literature revealed that "conservative tradition perpetuates the national mania for correctness and reverence for Standard English" (Koops, 1975, p. 89). Therefore, the texts in his study reflected current thought on the subject of how students best learn to write. Based on his findings, Koops recommends that a writing program should not prescribe a particular style, but rather it should emphasize the choices that are available to a writer, and it should aim at expanding the student's general

language ability, not only his writing ability.

Both the Koops (1975) and the Lynch and Evans (1963) studies are comprehensive and they contribute to our knowledge of high school composition textbooks. The two studies complement each other because their distinct approaches and methodologies are concerned with the same types of texts. Along with these two large-scale projects, informal surveys and smaller studies have added to our understanding of college textbooks. Several studies have particularly addressed themselves to the problems of junior college students. For example, Spring's study in 1975 revealed that in general community college students view the teacher as primary. However, her findings also suggest that poorer students have a more exalted view than do more capable students of the importance of textbook information. Readability studies have shown that large numbers of community college students read below the level of their texts, suggesting that the students need to be taught to read more efficiently, or that textbooks need modification, or that different texts should be used.

Another study examined the suitability of composition texts being used at the junior college level. From a survey of 436 junior colleges in forty-nine states, Wiener (1975) discovered that the two most commonly-used texts were The Harbrace College Handbook (Hodges and Whitten, 1972) and Writing with a Purpose (McCrimmon, 1972). (Later editions of these texts were analyzed in this study.) These texts are also popular in four-year institutions (Wiener, 1975).

According to Wiener, "Both texts are ill-suited for open-admissions men and women" (p. 28). He feels this is true because the vocabulary, syntax, and content show little regard for the interests, capabilities, or needs of many students. A possible solution to this problem is the use of remedial composition textbooks, which provide instruction in basic composition skills. Partially in response to the needs of junior college students, more and more remedial textbooks have appeared on the textbook market in recent years.

Summary

It appears that although composition textbooks have changed through the years, there is still an emphasis on traditional standard English at the junior and senior high school levels. Whether or not a similar emphasis exists at the college level is investigated in this study. Although more developed than ESL composition research, research in English composition is still not highly developed because most of the studies are not conducted in a rigorous manner.

Consideration of ESL text materials has been limited to informal reflection rather than serious research. With the exception of Willcott (1974), comments concerning texts are usually included in a larger paper that deals with composition theory or methods. Although thought-provoking, these remarks have not treated the subject of textbooks in enough depth.

ESL Composition Textbooks

In a paper presented at the 1974 TESOL Convention, Willcott criticized composition texts and courses by asserting that "Compared to regular freshman composition, advanced ESL has been trivial, immoral, inaccurate and mistaken" (p. 1). He based this judgment on a comparison of several English and ESL textbooks, and presented examples from the books themselves to support his claims. Willcott concluded that ESL texts are intentionally designed to be inaccurate and trivial in an attempt not to offend anyone. He posited three reasons why ESL texts are inferior. First, the authors do not want to do or say anything that might upset these "delicate creatures" (his term for ESL students) who have come to the United States to study. Second, he felt that writers have confused simple syntax with simple-minded content. In other words, the authors have not as yet realized that intellectually stimulating ideas can be expressed in grammatically simple sentences. Lastly, there are too few advanced ESL texts. Admittedly, he said, many of the English texts are bad, but at least one has a choice. Willcott sees the need for more and better books which allow and encourage the foreign student to come into contact with the "U.S. version of Western humanist learning" (p. 5).

Other scholars have also paid attention to the contrast between ESL and freshman composition texts and have suggested that English texts and research may offer valuable insights for

ESL instructors. Zamel (1976) suggests that ESL teachers could benefit from the research carried out in English for native speakers because an ESL student who is ready to express his own thoughts in English is similar to a student in a regular English class. Both the native speaker and advanced ESL student must learn to communicate in acceptable prose, and the writing problems they face are similar (e.g., how to express a thought clearly and succinctly). Going a step further, Rojas (1965) and Green (1967) have proposed that advanced students could be taught with methods and materials for native speakers. Their suggestion is appropriate when one considers that ESL students must perform on a par with native speakers while attending English-speaking universities. Yet ESL teachers for the most part have not realized that "the more advanced their students, the greater similarity in aims, if not methods, with teaching the mother tongue" (Green, 1967, p. 148).

Textbooks are ready examples of native-speaker materials that might be used in ESL classes. But, says Bracy (1971), "These require a great deal of explanation of vocabulary, and often the exercises are too American in flavor to be expedient for classroom use" (p. 240). Nevertheless, the writing techniques contained in the books are useful and applicable to foreign students (Green, 1967; Bracy, 1971).

According to Bracy, certain exercises contained in English textbooks may be too culture-bound for ESL students. Writing topics suggested by English texts may be inappropriate, also. Almost all

composition textbooks suggest writing topics, and the question often arises as to what types of writing topics are effective with composition students.

Topics for Student Writing

The kinds of topics students should write about are often discussed in composition literature. In general, authors and composition teachers believe that there is a relationship between topics and resulting written work, though most are unsure as to precisely what the nature of the relationship is. This uncertainty has precipitated considerable speculation about the role of topics in the writing process.

In the ESL field, some authors, such as Erazmus (1960), believe that personal topics are most suitable because the student knows his experiences best and can describe them with greater ease. Furthermore, personal experiences are numerous and form a large pool of potential topics.

Others propose that topics be on a level of sophistication equal to or above that of the students (Bracy, 1971). Green (1967) cautions that:

> At colleges or universities success or failure will largely depend on the students' skill in expository writing. Imaginative or informal personal writing is rarely required (p. 142).

Thus, personal writing may be an unsuitable model for university ESL students in the United States, at least in advanced composition courses.

Similar arguments ensue in English, where the topics suggested by textbook authors often are not advocated by researchers and theorists. Lynch and Evans (1963) believe that a course does not have:

> . . . a legitimate excuse for existing that in effect advises students that they are themselves to be the subject matter of the course (p. 341).

They contend that students do not want to write about any of the things textbook authors insist that they do. The textbook authors themselves led Lynch and Evans to this conclusion by devoting such a large space to motivation, by suggesting such an enormous number of topics for each assignment, and by subtly and overtly expressing anxiety. (Their anxiety often takes up paragraphs or pages.) The topics suggested by the high school textbooks in the Lynch and Evans study were usually personal. Twelve years later, Koops (1975) reported that high school students were still writing about their own experiences. Instead of personal topics, Lynch and Evans recommend literary topics for high school writing. Kitzhaber (1963) feels that college writing topics should be varied and related to assigned reading (expository prose or fiction).

Research attempting to shed light on the issue of composition topics has not yielded significant results. Edmund (1958) found that compositions written by seventh graders about non-personal topics were superior to those written about personal topics. Anderson (1950) believed that his college freshman students wrote better when the topics were based on direct (personal) experiences. Clearly the

results of these two studies cannot be compared because of the age difference between the groups involved. A seventh grader (aged 12-13) might be going through a stage in which discussing anything personal is embarrassing, whereas a college freshman has probably outgrown that stage. These two studies serve to illustrate the complex and multi-faceted nature of writing topics. Students of different ages, sexes, and intellectual levels will of course have different interests, and they may require somewhat different topics. Further complicating the problem in ESL is the nationality factor. A writing topic which is effective and suitable for American college freshmen may not be appropriate for a Japanese student of the same age. Some topics are culture-bound, so they may not be familiar or comfortable for certain ESL students. For example, an Arab student would have difficulty writing on "Why Pets Are Important" or "Why People Own Pets" because of his culture's view of animals. It would be useful for ESL professionals to share their experiences with various writing topics, as this area has been sorely neglected by the field.

Practically all aspects of text materials have not received enough attention in either English or English as a Second Language. More research into textbooks is long overdue, and the results of such research would benefit those involved with the teaching of composition. The long-range goal of any textbook research should be the eventual improvement of textbooks, which in turn will help improve the quality of composition instruction.

Textbook Improvement

In the few English articles which discuss composition textbooks, some mention is usually made of the inadequacy of present texts and of ways in which they can be improved. Wiener (1975) identifies the need for clearer, more understandable texts, particularly for junior college students. As mentioned above, Lynch and Evans (1963) propose the adoption of a single-volume handbook usable in all four years of high school.

In addition to the need for new textbooks, there is a need for a practical guide for selecting texts from those that already exist. One of Guth's criteria is that the composition book should make the student aware of the thinking process in writing (1964). Wiener (1975) suggests that in selecting texts teachers ask themselves what kind of students will use the book, whether the textbook does what it says it will, and what the course goals are. Thoughtful responses to these questions should aid the teacher in selecting suitable texts which enable the students to accomplish the course goals.

Since there is a scarcity of advanced ESL composition textbooks, the problem in ESL is not knowing how to choose textbooks but knowing where to find them and how to supplement them. Bracy, for example, points out that controlled composition methods are well-defined and materials plentiful, but "there is a dearth of materials, rationale, and methodology for the free expression method" (1971, p. 239). To help narrow the gap in text materials, an ESL instructor

could utilize a freshman composition text. Gorman (1975), however, dismisses the use of native-speaker rhetoric handbooks by agreeing with Kitzhaber that they have done more to hinder good writing than to help it. The use of native-speaker texts with ESL students has not yet been thoroughly and systematically studied, and more research is called for in this area. Also needed is a critical examination of ESL texts to determine their strengths and weaknesses. This study attempts to begin such an examination by analyzing the contents of ESL texts and comparing them with those of English texts.

This literature review has focused on the importance of textbooks in both English and ESL courses. The limited number of studies available indicate that there has not been enough concern among researchers, theorists, or teachers about the role textbooks play in the process of learning to write, or about the contents of the texts. The unanswered and partially answered questions about texts dwarf those that have been answered. These important teaching tools merit further research and discussion.

CHAPTER III

METHODS

The importance and wide-spread usage of textbooks in composition courses have been acknowledged by some authors and theorists, yet few studies have researched how textbooks are used within college composition courses, or which writing techniques and assignments are included in the texts. In English as a Second Language, the issue of textbook content is more crucial than for freshman composition because ESL courses attempt, in a relatively short period of time, to prepare foreign students for successful work in other university courses. Unlike American college freshmen, ESL college students typically have not grown up in an English-speaking environment, nor have they attended American schools. Both ESL students and native speakers are expected to master the writing skills necessary for acceptable college writing; therefore, ESL textbooks and courses must present instruction in such skills. Whether or not ESL texts and courses have, in fact, been presenting these writing techniques is uncertain.

In an attempt to answer previously unanswered questions concerning ESL and freshman composition texts, these four

hypotheses were explored:

I. Advanced ESL and freshman composition textbooks present similar writing techniques, topics, and assignments.

II. Composition texts written for non-native speakers are suitable for use with university ESL students who concurrently take or will subsequently take other university courses.

III. Freshman composition texts can be used with foreign students without making changes, e.g., cultural or vocabulary explanations.

IV. Composition goals for advanced ESL and freshman composition courses are the same.

In addition to these hypotheses, eight secondary research questions were established to further investigate the role of textbooks in ESL and English courses, and to discover some characteristics of composition instructors.

a. Do ESL and English instructors utilize textbooks in similar ways?

b. Do ESL and English instructors employ similar methods for the teaching of composition?

c. Why were these textbooks chosen?

d. Will the instructors continue to use their current texts?

e. Are other English courses required for non-English majors after the freshman composition or advanced ESL course?

f. What is the academic rank of the instructors for composition courses?

g. Is there a relationship between the academic rank of the instructors and the extent to which the texts are used within the courses?

h. Are remedial freshman composition textbooks more similar to ESL texts than to regular freshman composition texts?

For the purpose of this study, the terms "writing skills" and "writing techniques" refer to such concerns as narrowing and choosing a topic, organizing a theme, and presenting a logical argument in writing. The term "advanced" in this study means the highest or most difficult level offered at an institution. "Freshman composition" and "English composition" are used interchangably to indicate English for native speakers.

Procedures

Several procedures were followed to explore the hypotheses and secondary research questions. First, a detailed content analysis of selected textbooks was carried out. Next, questionnaires were sent to ESL and English composition instructors in an attempt to answer textbook-related questions about course goals, text selection, and text improvement. Finally, the questionnaire responses were tabulated and a number of course syllabi were analyzed.

Selecting the Textbooks for Analysis

Because of the tremendous variety of English composition texts available, it was first necessary to identify some of the most frequently used textbooks in freshman and ESL composition courses. One-hundred letters were sent to fifty ESL programs and fifty freshman composition programs at seventy-one institutions in

thirty-five states. The fifty ESL programs were randomly selected from the 312 programs listed in English Language and Orientation Programs in the United States (Institute of International Education, 1973). Twenty-nine freshman composition programs were matched with ESL programs; thus, the heads of both types of programs were contacted in those twenty-nine universities. The remaining eleven freshman courses were chosen randomly from a state or area of the country not already represented.

The cover letter sent to the universities asked for the titles of the textbooks currently used in the advanced ESL or English composition courses (see Appendix A). The responses were written on self-addressed postcards that were enclosed with the letters. Of the one hundred programs contacted, sixty-seven responded (forty-one ESL and twenty-six English). The data showed that twenty-nine different texts were being used in forty-one ESL courses, and of the twenty-nine, ten were freshman composition texts. A total of thirty-three texts were being used in twenty-six English courses.

The next step was to choose the texts for analysis in this study. Because of the limited number of advanced ESL composition texts on the market, only nine different titles were identified from the mail survey responses. The instructors were asked to list the titles of the composition texts being used in their most advanced ESL course. The nine ESL texts chosen for this study were all being used as composition texts in such courses.

The text, Using English--Your Second Language (Danielson, Hayden, 1973) was listed as a composition text, although other instructors might consider it to be a grammar text. Similarly, Controlled Composition in English as a Second Language (Paulston, Dykstra, 1973) was listed as an advanced text for several courses, while some instructors would consider this an elementary text. Oddly enough, one of the authors of Guide to Language and Study Skills for College Students of English as a Second Language (Martin, Whalley, McChesney and Devlin; 1976) stated that this book was not a composition text, whereas another of the authors stated that it was. It is apparent that textbooks can be viewed differently, even by the authors of the same text. The ESL texts selected for analysis in this study are presented in Table 1. The table shows the authors, dates, and prices of the texts.

A total of ten freshman composition texts were being used in ESL courses, so these were also selected for the study. An additional eight English texts were chosen because they were used at the eight schools from which data had been received from both the ESL and English programs. This was done so that the ESL and English text materials at the same school could be compared. Table 2 presents general information about the English textbooks analyzed in the study. The list of textbooks which were not chosen for analysis is included in the bibliography.

Table 1

General Information Regarding the ESL Textbooks Analyzed in the Study

Title	Author	Publisher	Date	Edition	Total No. of Pages[a]	Hard or Soft Cover	Price[b]
American English Rhetoric	Bander	Holt, Rinehart & Winston	1971		379	Soft	$6.95
Controlled Composition in English as a Second Language	Paulston Dykstra	Regents	1973		91	Soft	1.95
Guide to Language and Study Skills for College Students of English as a Second Language[c]	Martin Whalley McChesney Devlin	Prentice-Hall	1977		276	Soft	6.95
Guided Writing and Free Writing	Robinson	Harper & Row	1975	2nd	315	Soft	5.50
Using English: Your Second Language	Danielson Hayden	Prentice-Hall	1973		278	Soft	6.50
Writing as a Thinking Process	Lawrence	University of Michigan Press	1975		204	Soft	3.95

Table 1 (continued)

Title	Author	Publisher	Date	Edition	Total No. of Pages[a]	Hard or Soft Cover	Price[b]
Writing English	Ross Doty	Harper & Row	1975	2nd	268	Soft	$5.95
Writing English as a Second Language	Friend	Scott, Foresman	1971		136	Soft	4.95
Writing Through Understanding	Arapoff	Holt, Rinehart & Winston	1970		229	Soft	6.95

[a] Total number of pages includes index.

[b] Prices from Books in Print (1976).

[c] This text was considered a composition textbook by one of the authors, so it was included in this study.

Table 2

General Information Regarding the English Textbooks Analyzed in the Study

Title	Author	Publisher	Date	Edition	Total No. of Pages[a]	Hard of Soft Cover	Price[b]
The College Writer's Handbook	Jacobs Jacobs	John Wiley & Sons	1976	2nd	268	Soft	$4.50
Creating Compositions	Wiener	McGraw-Hill	1977	2nd	400	Soft	not set
The Five-Hundred Word Theme	Martin revised by Kroiter	Prentice-Hall	1974	2nd	214	Soft	4.95
Harbrace College Handbook	Hodges Whitten	Harcourt Brace Jovanovich	1977	8th	477	Hard	6.95
The Holt Guide to English	Irmscher	Holt, Rinehart & Winston	1976	2nd	540	Hard	8.95
Modern English Handbook	Gorrell Laird	Prentice-Hall	1976	6th	494	Hard	7.95

Table 2 (continued)

Title	Author	Publisher	Date	Edition	Total No. of Pages[a]	Hard or Soft Cover	Price[b]
Paragraphs and Themes	Canavan	D. C. Heath	1975	2nd	344	Soft	5.95
Patterns of Exposition	Decker	Little, Brown	1976	5th	383	Soft	5.95
Practical English Handbook	Watkins Dillingham Martin	Houghton-Mifflin	1974	4th	352	Soft	5.25
The Practical Stylist	Baker	T. Y. Crowell	1977	4th	198	Soft	4.25
Prentice-Hall Handbook	Leggett Mead Charvat	Prentice-Hall	1974	6th	515	Hard	6.95
Random House Handbook	Crews	Random House	1974		409	Hard	6.95
Rhetoric Made Plain	Winkler McCuen	Harcourt Brace Jovanovich	1974		323	Soft	4.95

Table 2 (continued)

Title	Author	Publisher	Date	Edition	Total No. of Pages[a]	Hard or Soft Cover	Price[b]
Shaping College Writing	Gallo Rink	Harcourt Brace Jovanovich	1973	2nd	133	Soft	3.95
Words and Ideas	Guth	Wadsworth Publishing Co.	1975	4th	496	Hard	8.95
The Writing Clinic	Loewe	Prentice-Hall	1973		263	Soft	6.50
Writing Well	Hall	Little, Brown	1976	2nd	387	Soft	6.95
Writing with a Purpose	McCrimmon	Houghton-Mifflin	1976	6th	501	Hard	7.50

[a]Total number of pages includes index.

[b]Prices from Books in Print (1976)

Categories for the Textbook Content Analysis

The twenty-seven texts selected were analyzed by a page-count method adapted from that of Lynch and Evans (1963). Ten broad categories were established, including words, sentences, grammar, composition, usage, mechanics, spelling, vocabulary improvement, and dictionary use. It was anticipated that most of the content of a composition text could be subsumed under one of these categories, but for those sections of a book not falling into one of the categories, an other category was designated. For example, a glossary of usage would be categorized as other. The composition category was further broken down into fifteen sections, so that the analysis could reveal the writing techniques covered in the texts. The broad categories, composition categories, kinds of writing assignments, and types of topics are described below.

Broad Categories

The words category included word choice, euphemisms, cliches, vivid language, strong verbs, and circumlocution. Sentence variety, sentence fragments, run-on sentences, and parallelism comprised the sentences category. Composition dealt with writing above the sentence level. Included here were paragraphs, themes, reports, letters, etc. The grammar category referred to parts of speech, phrases, clauses, and so forth.

In this study, usage referred to levels of diction, and the mechanics category dealt with punctuation, capitalization, italics, abbreviations, and indentation and margins. Vocabulary improvement included instruction in prefixes, suffixes, and roots. Dictionary use and spelling are self-explanatory, and anything that did not fit into one of the above categories was placed under other. For example, a brief history of the English language would be considered other. The items comprising the other category are enumerated in Appendix B.

Composition Categories

Since one of the major purposes of this study was to discover which writing techniques were included in composition texts, the composition category was divided into sections specifying separate skills. Several of these sections, such as outlining, choosing and narrowing a topic, paragraph variety, and revising and proofreading, require no explanation. The paragraph category included writing topic sentences, and achieving coherence and unity. Transitions referred to transitional expressions either within or between paragraphs. Ways to organize a theme dealt with such expository devices as chronological order, comparison-contrast, explanation of a process, etc. The research report category included using the library, citation of sources, research report format, writing a bibliography, and notetaking in relation to a report.

The category of logical argument referred to using evidence to arrive at reasonable conclusions. The topic of distinction between fact and opinion was isolated for this study because many ESL students encounter difficulty with this concept. Style was the expression of a writer's individuality through his choice of words and sentences, whereas tone included the writer's attitude and point of view (for example, the use of first person, second person, etc.). Audience referred to considering the educational level, interest, and knowledge of the subject matter of one's readers. Introductions and conclusions to themes was one category because usually textbook authors dealt with both in the same section of the book. The other category was comprised of any writing instruction which did not fit into the specified categories. For example, how to write an essay exam would be categorized as other. (See Appendix C for a partial description of the other writing instruction.)

Types of Writing Assignments

The types of writing assignments included paragraphs, themes, research papers, letters, and other. Paragraph assignments were of one paragraph, whereas theme assignments involved two or more paragraphs. A research paper was more than five pages in length, and required the use of the library for background material. Citation and a bibliography were also necessary elements of this assignment. Other assignments included exercises of a sentential nature, such as combining two sentences, punctuating a sentence or finding the errors in a sentence. (See Appendix D for a description.)

Types of Writing Topics

Three types of writing topics were delineated for the study. Personal topics were those in which the student wrote about himself and his immediate interests, family, or friends. An example would be "My Favorite Place to Study." A literature topic was related to a piece of literature that the student had read. Expository topics involved critical, argumentative, analytical or contrastive writing on a non-personal topic.

Textbook Content Analysis

After the above categories were established, the page count was carried out by counting the number of pages in the entire book which dealt with each category. One-half page was the smallest unit counted. The writing assignments were counted and categorized, and the types and frequencies of the writing topics were recorded. Writing assignments were not included as part of the page count. For example, a page of grammar exercises was not considered one page of grammar instruction. On the other hand, a model or sample paragraph illustrating a particular writing technique was considered content because the author presumably intended it to be part of his explanation. (See Appendix E for a sample textbook analysis form.)

Two distinct analyses were performed using the results of the page-counts. First, the percentage of the ESL texts which provided instruction in the various broad categories was calculated. The purpose of this procedure was to discover how many texts treated

each category. The length of the treatment was not considered at this point. As an example, if eight of the nine ESL texts included some spelling instruction (regardless of the length), then eighty-nine percent of the ESL texts included spelling instruction. This procedure was repeated with all the freshman composition texts, and the resulting percentages were compared with the ESL percentages. Next, the percentages of ESL and English texts respectively were computed to learn how many texts treated each of the fifteen composition categories. Again, after the percentages were obtained for both groups of texts, they were compared.

The second analysis investigated the amount of instruction in each category that was offered by the texts. To do this, the percentages of textbook space devoted to the nine broad categories were calculated for the individual texts. Percentages were figured by dividing the number of pages devoted to a specific category by the total number of pages in the book, excluding the index. The percentages of the fifteen composition categories were similarly calculated, except that the number of pages in a category were divided by the total number of composition pages, not by the total number of pages in the book.

Next, the mean percentages of the ten broad categories and fifteen composition categories were computed for ESL and English texts. The procedure was to sum all the percentages of one category (for example, words), then divide the total by the number of texts which included instruction in the particular skill. For

instance, if only three of the nine ESL texts provided sentence instruction, the sum of percentages would be divided by three. Figures were rounded to the nearest hundredth. After the ESL and English mean percentages were calculated, they were compared.

Both of the analyses were helpful because they revealed complementary characteristics about the textbook content. The figures showed how many texts contained instruction in each of the various writing skills, in addition to the percentage of textbook space devoted to the skills.

To compare the types of writing assignments and writing topics, the ESL and English percentages were calculated individually for each of the twenty-seven texts. For example, if there were a total of ten writing assignments suggested by a text, and five of them were theme assignments, then fifty percent of the assignments in that text were themes. The other types of assignments and topics were calculated for each text using the same method. Then the mean percentages were calculated for the ESL and English texts by summing the percentages for each type of assignment, then dividing the sum by the number of texts that suggested that type of assignment, (not by the total number of ESL or English texts). Next, the mean percentages of the two groups of texts were compared.

As had been done for the general and composition categories, the percentage of texts suggesting a particular type of writing

assignment or topic was calculated. Thus, if two of the nine ESL texts suggested theme assignments, the percentage of ESL texts suggesting this type of task would be twenty-two. The percentages were compared for the ESL and freshman composition texts.

Use of Textbooks Within Courses

One of the purposes of this study was to discover how textbooks were used within the composition courses. To determine this and to answer several textbook-related questions, a second letter and questionnaire were sent to thirty-nine ESL and nineteen English programs. (See Appendices F and G for the letter and questionnaire respectively.) All of the ESL instructors who had responded to the first letter were contacted as well as the English instructors who were using one of the freshman texts selected for the study. The questionnaire asked eight multiple-choice questions, such as: (1) What are the goals of the composition course? and (2) Who most often teaches this course? A short set of open-ended opinion questions was attached to the questionnaire sent to the ESL instructors. These included such questions as: Do you feel that the available ESL composition textbooks are suitable for university-level ESL courses whose students concurrently take other university courses? The respondents were also asked to explain their opinions. Samples of the questionnaires sent to ESL instructors are included in Appendices H and I. The data from the second questionnaire were useful in

answering the secondary questions asked in this study.

Course Syllabus Analysis

The second questionnaire asked the faculty to send a course syllabus or description if possible. One ESL and eight English course syllabi were received, as well as descriptions of four ESL and one English course. Pertinent information from the course syllabi was recorded on an analysis form, a sample of which can be found in Appendix J. The course goals, assignments, and textbooks were among the items recorded. As much relevant information as could be learned from the course descriptions was also recorded (Appendix K).

The procedures explained above were followed to identify and compare the contents of ESL and freshman composition textbooks. In addition, composition course goals and textbook usage were researched. The findings are discussed in Chapter IV.

CHAPTER IV

RESULTS AND INTERPRETATION OF DATA

The purpose of this study was to determine whether ESL and English composition textbooks at the university level are similar and to identify strengths and weaknesses in the ESL texts. The study also considered course goals and methods of instruction. The contents of nine ESL and eighteen freshman composition textbooks were analyzed by a page-count technique, and then the results were compared. The writing exercises and topics offered by the textbooks were counted, classified, and compared. Course syllabi or descriptions from the nine English and five ESL instructors who provided them were examined to determine course goals and methods. Questionnaires from nineteen freshman composition instructors and forty-eight ESL instructors provided additional insight into course goals, methods, and textbook usage.

Writing Skills, Assignments, and Topics in ESL and Freshman Composition Textbooks

Hypothesis I stated that advanced ESL and freshman composition textbooks present similar writing techniques, topics,

and assignments. In order to confirm or reject this hypothesis, the contents of the textbooks were analyzed using ten general categories including, words, sentences, grammar, composition, usage, mechanics, spelling, vocabulary improvement, dictionary use, and other (as described in Chapter III).

First, the percentage of texts that included instruction in the various categories was calculated. The extent of the coverage of a category was not considered, but simply whether or not the textbook mentioned the skill. For example, in the spelling category, sixty-one percent of the English composition texts included some instruction in this area (e.g., a list of spelling rules with explanations) compared with twenty-two percent of the ESL texts. Thus, spelling instruction was more frequently included in texts for native speakers than in texts for foreign students. This finding is surprising because ESL students are as confused by the inconsistencies in English spelling as are American students. ESL texts, therefore, should provide instruction in this skill.

Table 3 displays the results of the comparison of the percentages of texts that mention the various categories. Each of the twenty-seven texts contained some composition instruction.

Table 3

General Instruction Categories Treated by Textbooks in the Study

Category	Percentage of English Texts (N = 18)	Percentage of ESL Texts (N = 9)
Words	89 (16)[a]	11 (1)
Sentences	89 (16)	44 (4)
Grammar	83 (15)	78 (7)
Composition	100 (18)	100 (9)
Usage	50 (9)	22 (2)
Mechanics	72 (13)	67 (6)
Spelling	61 (11)	22 (2)
Vocabulary	22 (4)	22 (2)
Dictionary Use	39 (7)	0 (0)
Other	83 (13)	44 (4)

Note. Numbers in parentheses indicate the number of texts.

[a] The figures are interpreted as follows: Eighty-nine percent (or 16) of the English texts in this study included instruction in words.

An identical percentage of ESL and English texts (22%) included some reference to vocabulary development. This figure is surprising because one might expect ESL textbook authors to include vocabulary development in their texts more often than English authors. ESL authors should be urged to include vocabulary development instruction in their composition texts because this is a necessary skill area for ESL students.

The remaining eight general categories were included in a greater percentage of English texts than ESL texts. It was thought, though not unanimously, that grammar and instruction in mechanics were important. One would expect that an ESL textbook author would consider knowledge of dictionary use necessary for foreign students, yet none of the nine authors mentioned this skill. On the other hand, seven of the eighteen freshman composition texts (39%) made some reference to dictionary use. In general, then, the freshman compsition textbooks which were analyzed instructed students in a wider variety of areas than did the ESL texts surveyed.

The content of the textbooks was next analyzed to determine the extent to which the various categories were covered by the texts. Table 4 provides the percentages of ESL textbook space devoted to the general categories. The table

Table 4

Percentage of ESL Textbook
Space Devoted to the General Instruction Categories

Text Title	Words	Sentences	Grammar	Composition	Usage	Mechanics	Spelling	Vocab. Improve.	Dictionary	Other	Total[a]	Total Number of Pages	Index
American English Rhetoric	1 (2.5)	3 (12)	12 (44.5)	29 (107.5)	.01 (.5)	6 (21.5)		6 (22.5)		3 (10.5)	60 (221.5)	367	Yes
Controlled Composition in English as a Second Language		3 (2.5)	14 (13)	3 (3)							20 (185)	91	No
Guide to Language and Study Skills for College Students of English as a Second Language			8 (23)	9 (25)		3 (8)	1 (3)	16 (43)		8 (23)	45 (125)	272	Yes
Guided Writing and Free Writing			21 (65)	10 (31.5)		2 (6.5)	2 (6.5)				34 (108.5)	315	No
Using English: Your Second Language			36 (92)	1 (1.5)		4 (5.5)					37 (99)	267	Yes
Writing as a Thinking Process				7 (14)							7 (14)	204	No
Writing English			20 (52)	21 (55.5)		4 (11.5)					46 (119)	260	Yes
Writing English as a Second Language		2 (3)		30 (40.5)	6 (7.5)					7 (10)	45 (61)	136	No
Writing Through Understanding	.04 (1)	.02 (.5)		7 (17)		.02 (.5)				7 (15)	15 (15)	227	Yes

Note. Numbers in parentheses indicate the actual number of pages counted.

[a] Totals do not equal 100% because of the blank spaces and exercises present in the texts.

reveals that many of the categories were not dealt with by the individual texts. For instance, Writing as a Thinking Process included instruction in only the composition category. Furthermore, only seven percent of the space in this text was devoted to instruction of any kind. The remaining ninety-three percent consisted of exercises and blank pages.

Table 5 is arranged in the same manner as Table 4 to show the allocations of space to the various categories found in the freshman composition texts. More than half of the textbook space was content, compared to less than half of the ESL textbook space. Clearly the English texts contained more instruction than did the ESL texts.

With the exception of spelling instruction, the two types of textbooks covered the broad categories to similar extents (i.e., the differences between the mean percentages were small). Only the composition category's mean percentages were noticeably disparate (34% of an average English text compared to 13% of an ESL text). Since composition is the subject of this research project, this difference was an important finding. It indicated that the ESL composition textbooks devoted more space to grammar instruction than did the native-speaker texts, while including

Table 5

Percentage of English Composition Textbook
Space Devoted to the General Instruction Categories

Text Title	Words	Sentences	Grammar	Composition	Usage	Mechanics	Spelling	Vocab. Improve.	Dictionary	Other	Total[a]	Total Number of Pages	Index
The College Writer's Handbook	8 (21)	3 (7)	12 (32)	42 (109.5)		10 (26.5)	1 (3)			2 (4)	78 (203)	260	Yes
Creating Compositions	1 (3)	8 (30)	7 (27.5)	11 (44)	.04 (1.5)	.4 (17)	1 (3.5)	1 (2.5)	.03 (1)	17 (68)	51 (198)	392	Yes
The Five-Hundred Work Theme	2 (5)	5 (10)	9 (11)	48 (101)							60 (127)	210	Yes
Harbrace College Handbook	4 (17.5)	5 (22)	11 (51)	28 (124.5)		13 (59.5)	3 (11.5)		2 (7)	9 (40)	75 (333)	447	Yes
Holt Guide to English	3 (16.5)	3 (14)	10 (52)	57 (296)	2 (11)	9 (26)		.05 (2.5)		5 (25)	85 (443)	520	Yes
Modern English Handbook	6 (21.5)	3 (15)	9 (45)	35 (171)	1 (3)	9 (41.5)	1 (6)	1 (4.5)	1 (4.5)	8 (38.5)	72 (349.5)	484	Yes
Paragraphs and Themes	2 (7.5)	1 (3)		35 (118.5)	1 (3)						39 (132)	341	Yes
Patterns of Exposition				9 (26)						84 (237.5)	93 (263.5)	383	No
Practical English Handbook	5 (17.5)	2 (8)	12 (38.5)	30 (98.5)		11 (35.5)	2 (7)			7 (24)	69 (229)	331	Yes
The Practical Stylist	6 (11)	5 (10.5)	12 (23.5)	34 (65)		9 (17.5)	2 (3.5)			15 (28)	83 (159)	191	Yes
Prentice-Hall Handbook	4 (18.5)	3 (13)	16 (79)	34 (167.5)	1 (4.5)	8 (42)	2 (10)	1 (6)	2 (10)	9 (45)	80 (395.5)	497	Yes
Random House Handbook	16 (63)	5 (18.5)	18 (69)	22 (86)	1 (5)	11 (44)	6 (22)		1 (3)		61 (241.5)	394	Yes
Rhetoric Made Plain	4 (14.5)	2 (8)	.03 (1)	54 (174.5)		.02 (.5)					61 (197.5)	323	Yes
Shaping College Writing				40 (53)							40 (53)	133	No
Words and Ideas	6 (27.5)	2 (7.5)	10 (46)	36 (78.5)	1 (3)	6 (29.5)	2 (10)		1 (6)	3 (15.5)	66 (317.5)	482	Yes
The Writing Clinic	2 (4)	1 (2.5)	24 (61)	7 (17.5)		3 (8.5)				6 (16.5)	43 (110)	254	Yes
Writing Well	12 (45.5)	7 (27.5)	6 (23.5)	37 (138)	5 (17)		1 (2)			14 (51)	82 (306.5)	373	Yes
Writing with a Purpose	5 (26)	5 (25)	1 (48)	60 (297.5)	1 (4)	6 (29)	2 (10)		1 (4)	7 (34)	97 (477.5)	494	Yes

Note. Numbers in parentheses indicate the actual number of pages counted.

[a] Totals do not equal 100% because of the blank spaces and exercises present in the texts.

only about one-third of the composition instruction of English texts. Table 6 presents the complete comparison of the ESL and English mean percentages.

Composition Category Analysis

Fifteen separate sections were established to identify which specific writing techniques were presented in college composition textbooks. The sum of the pages which dealt with these fifteen sections comprised the general composition category. The fifteen sections included outlining, paragraphs, choosing a topic, paragraph variety, research papers, fact vs. opinion in writing, editing, style, transitions, tone, audience, introductions and conclusions, ways to organize a theme, logical argument, and other. Descriptions of these categories appear in Chapter III.

Table 7 reports the numbers and percentages of ESL and English texts respectively that included some reference, regardless of length, to the writing techniques identified for this study. An analysis of the figures in this table indicates that overall the English composition texts provided instruction in more writing skills than did the ESL texts. More than half of the eighteen freshman composition texts referred to twelve of the

Table 6

Comparison of the English and ESL Mean Percentages of Space Devoted to the General Instruction Categories

Category	English $\bar{X}$ Percentage	ESL $\bar{X}$ Percentage
Words	5	1
Sentences	6	2
Grammar	11	16
Composition	34	13
Usage	1	6
Mechanics	7	3
Spelling	2	2
Vocabulary Improvement	1	11
Dictionary Use	1	0
Other	14	6
Total percentage[a]	82	60

[a] Total percentages do not total 100 because of the exercises and blank spaces present in the textbooks.

Table 7

Composition Instruction Categories Treated by the Textbooks in this Study

Category	Percentage of English Texts (N = 18)	Percentage of ESL Texts (N = 9)
Outlining	78 (14)[a]	44 (4)
Choosing a Topic	78 (14)	11 (1)
Paragraphs	89 (16)	33 (3)
Transitions	67 (12)	56 (5)
Paragraph Variety	6 (1)	22 (2)
Research Paper	72 (13)	33 (3)
Fact vs. Opinion	50 (9)	33 (3)
Editing	50 (9)	11 (1)
Style	33 (6)	11 (1)
Tone	50 (9)	11 (1)
Audience	28 (5)	0
Introductions and Conclusions	72 (13)	11 (1)
Ways to Organize	89 (16)	44 (4)
Logical Argument	78 (14)	0
Other	83 (15)	78 (7)

Note. Numbers in parentheses indicate the number of texts.

[a] Figures are interpreted as follows: Seventy-eight percent (or 14) of the English texts in this study included instruction in outlining.

fifteen writing skills. Half or more of the nine ESL texts referred only to the two categories of transitions and other. Fewer than three ESL texts mentioned choosing a topic, paragraph variety, editing, style, tone, audience, introductions and conclusions, and logical argument.

Clearly, the freshman composition textbooks in this study presented a greater number of writing techniques than did the ESL texts. ESL texts provided instruction in an average of four techniques, while the English texts provided instruction in an average of nine. There remained several writing skills that simply were not mentioned in most of the ESL texts. For example, audience and tone were not mentioned in many ESL texts. However, if an ESL student is prepared to handle college-level work in English, he should be ready for exposure to the concepts of audience and tone. Knowing how to distinguish between fact and opinion, and knowing how to present a logical argument are crucial skills for the majority of college writing assignments. Nevertheless, these skills were not presented in most of the ESL texts.

On the basis of the textbook content analysis, then, it may be concluded that the advanced ESL texts presented writing techniques which are also presented in freshman composition

texts, but that overall the native-speaker texts provided instruction in a greater number of techniques. For this reason, an ESL student using one of the ESL texts will not learn about choosing a topic, paragraph variety, editing and proofreading, style, tone, audience, writing introductions and conclusions, or logical argumentation, from his textbook. Conversely, a freshman using an English text probably will be exposed to those techniques, with the exception of paragraph variety and audience. Apparently paragraph variety and the consideration of audience are not regarded as essential for composition work by either the ESL or English authors.

Table 8 presents the results of the content analysis of the ESL composition texts in the composition instruction categories. At first glance, the table appears practically empty. An examination of the individual percentages shows that the individual ESL texts tended to devote very little space to the various writing techniques (notable exceptions were research paper and ways to organize).

As the data in Table 9 indicate, the individual freshman composition text also tended to devote little space to the various techniques. But, many more writing skills were dealt with, thus providing the student with instruction in a wider range of techniques.

Table 8

Percentage of ESL Composition Textbook Space
Devoted to the Composition Instruction Categories

Text Title	Total No. of Composition Pages	Outlining	Choosing a Topic	Paragraphs	Transitions	Paragraph Variety	Research Papers	Fact vs. Opinion	Editing	Style	Tone	Audience	Intro. & Conclus.	Ways to Organize	Logical Argument	Other	Total No. of Techniques
American English Rhetoric	107.5	.04 (.5)		12 (13)	7 (7.5)	5 (3)				7 (7)	6 (6.5)			61 (66)		6 (6)*	8
Controlled Composition in English as a Second Language	3				100 (3)												1
Guide to Language and Study Skills for College Students of English as a Second Language	32	9 (3)					99 (19)									31 (10)	3
Guided Writing and Free Writing	31.5	11 (3.5)		10 (3)			68 (21.5)		2 (.5)				2 (.5)				5
Using English: Your Second Language	1.5															100 (1.5)	1
Writing as a Thinking Process	10				6 (.5)			4 (.5)								93 (13)	3
Writing English	55.5	7 (4)	6 (3.5)				19 (10.5)	2 (1)						52 (29)		14 (7.5)	6
Writing English as a Second Language	40.5			2 (1)	1 (.5)	30 (12)		1 (.5)						63 (25.5)		2 (1)	6
Writing Through Understanding	17				3 (.5)									68 (11.5)		29 (5)	3

Note. Numbers in parentheses indicate the actual number of pages counted.

Table 9

Percentage of English Composition Textbook Space
Devoted to the Composition Instruction Categories

Text Title	Total No. of Composition Pages	Outlining	Choosing a Topic	Paragraphs	Transition	Paragraph Variety	Research Papers	Fact vs. Opinion	Editing	Style	Tone	Audience	Intro. & Conclus.	Ways to Organize	Logical Argument	Other	Total No. of Techniques
The College Writer's Handbook	189.5	2 (1)		13 (14)	.05 (.5)		36 (28.5)		1 (1)				5 (4)	23 (16.5)	9 (5.5)	31 (34)	9
Creating Compositions	66	3 (1.5)	2 (1)	10 (4.5)	8 (3.5)		8 (3.5)		1 (.5)				14 (6)	30 (13)	6 (2.5)	18 (8)	10
The Five Hundred Work Theme	101	.08 (.5)	13 (13)	19 (19.5)	1 (1.5)			3 (3.5)	2 (2.5)	5 (5.5)	6 (6)		7 (7.5)	41 (41.5)			10
Harbrace College Handbook	134.5	2 (2.5)	5 (6)	18 (22)	3 (3.5)		50 (62)	.04 (.5)					2 (2)	3 (4)	12 (15)	6 (7)	10
Holt Guide to English	296	1 (.5)	7 (20.5)	6 (19)			21 (61)		7 (20)	2 (7)	2 (7)	5 (14.5)	2 (5)	5 (15.5)	2 (6.5)	40 (116.5)	12
Modern English Handbook	171	5 (8.5)	0 (.5)	11 (18)	5 (8.5)		17 (28.5)	2 (4)	3 (5)	4 (7.5)	8 (14)	2 (4)	3 (6)	5 (5)	6 (11)	18 (38)	14
Paragraphs and Themes	118.5	4 (5)	8 (10)	4 (5.5)	3 (4)				2 (2.5)					74 (91)		.04 (.5)	7
Patterns of Exposition	26													98 (25.5)	2 (.5)		2
Practical English Handbook	98.5	4 (6)	3 (5)	9 (9)	1 (1)		54 (53)		3 (2.5)		1 (.5)				9 (8.5)	15 (15)	9
The Practical Stylist	65		5 (3)	3 (2)			55 (35.5)						5 (3.5)	25 (16.5)	7 (4.5)		6
Prentice Hall Handbook	167.5	3 (5)	6 (9.5)	10 (16.5)	4 (6)		39 (65)		1 (2)		1 (2)	1 (1.5)	3 (5)	25 (41.5)	3 (5)	5 (8.5)	12
Random House Handbook	86	5 (6)	5 (6)	13 (11)	5 (6)	4 (3.5)	30 (25.5)	20 (17)	1 (1)	3 (3)	6 (5)		7 (6)			2 (2)	12
Rhetoric Made Plain	174.5	5 (9.5)	5 (8)	5 (9)	1 (2.5)		23 (40.5)	2 (3.5)			1 (2)		1 (1)	12 (21)	9 (15)	36 (62.5)	11
Shaping College Writing	53	10 (9.5)		45 (24)				6 (3)						20 (10.5)	13 (7)	6 (3)	6
Words and Ideas	172.5	1 (2.5)	1 (3.5)	6 (9.5)	3 (5.5)		21 (36.5)	7 (11.5)		6 (10)	1 (1.5)		2 (4)	25 (43.5)	8 (14.5)	17 (30)	12
The Writing Clinic	17.5													66 (11.5)		34 (6)	2
Writing Well	138		4 (6)	8 (11)	4 (6)		16 (22)	.03 (.5)				1 (1)	6 (8)	29 (40.5)	9 (12.5)	22 (30.5)	10
Writing with a Purpose	298.5	2 (5)	1 (2)	7 (21)			33 (66)	3 (5.5)		6 (18)	2 (6)	4 (11)	3 (10)	8 (25)	14 (41.5)	29 (86.5)	12

Note. Numbers in parentheses indicate the number of pages counted.

The page-count analysis of the composition category showed that those ESL and English composition textbooks that included instruction in a certain writing skill, such as choosing a topic, devoted approximately the same percentage of textbook space to nine of the fifteen skills. The skills similarly treated were outlining, choosing a topic, paragraph variety, fact vs. opinion, editing, style, tone, and introductions and conslusions. ESL texts emphasized the use of transitions to a considerably greater extent than did the English texts, thus reflecting the particularly troublesome nature of this skill for many ESL students. Those ESL texts which treated writing a research paper and organizing a theme devoted proportionally more textbook space to these skills than did the English texts, probably because the authors anticipated that these skills would be entirely new to many of ESL students.

ESL composition instruction was comprised largely (thirty-nine percent) of other instruction, such as paraphrasing, summarizing, writing, essay exams, and notetaking, compared with only nineteen percent of English composition instruction. Some ESL authors have recognized the foreign student's special need for learning the skills of writing research papers, organizing themes, and taking notes. Although one might question

whether these skills fall within the realm of composition instruction, their importance in the daily life of a college student cannot be disputed. Table 10 presents the comparison of the ESL and English mean percentages of textbook space devoted to the composition instruction categories.

Writing Assignments

The number and percentages of assignments suggested by the ESL texts are presented in Table 11. The assignments were classified as paragraph, theme, research paper, letter, or other. These classifications are explained in Chapter III. Each of the nine ESL texts suggested other assignments, such as grammar, punctuation, and controlled composition exercises. These exercises accounted for eighty-four percent of the ESL assignments offered. The second and third most frequently suggested assignments were themes (10%) and paragraphs (8%). An ESL student using one of these texts would receive a great deal of practice at the sentential level, but not very much at the paragraph or theme levels. This is unfortunate since these latter levels of writing are the types most commonly encountered in university courses.

The types of writing assignments suggested by the individual English texts are reported in Table 12. As had been

Table 10

Comparison of the English and ESL Mean Percentages of Textbook Space Devoted to the Composition Instruction Categories

Category	English $\overline{X}$ Percentage	ESL $\overline{X}$ Percentage
Outlining	4	7
Choosing a Topic	5	6
Paragraphs	12	8
Transitions	3	23
Paragraph Variety	4	17
Research Paper	29	49
Fact vs. Opinion	5	2
Editing	2	2
Style	4	7
Tone	3	4
Audience	3	0
Introductions/Conclusions	5	2
Ways to Organize a Theme	30	61
Logical Argument	8	0
Other	19	39

Table 11

Types of Writing Assignments Suggested by the ESL Textbooks

Textbook Title	% Paragraphs	% Themes	% Research Papers	% Letters	% Other	Total Number of Assignments
American English Rhetoric	4(6)	5(8)			91(147)	161
Controlled Composition in ESL					100(122)	122
Guide to Language and Study Skills for College Students of ESL	2(5	3(7)			94(193)	205
Guided Writing and Free Writing	16(31)	24(47)	1(1)	3(6)	56(107)	192
Using English: Your Second Language	5(9)	2(8)	.02(1)	1(5)	91(351)	384

Table 11 (continued)

Textbook Title	% Paragraphs	% Themes	% Research Papers	% Letters	% Other	Total Number of Assignments
Writing as a Thinking Process	2(33)	26(107)			66(275)	415
Writing English	17(26)	8(13)	1(2)	1(1)	73(112)	154
Writing English as a Second Language	12(29)	5(13)		2(6)	81(200)	248
Writing Through Understanding					100(134)	134

Note. Numbers in parentheses indicate the number of assignments suggested.

Table 12

Types of Writing Assignments Suggested by the English Textbooks

Textbook Title	% Paragraphs	% Themes	% Research Papers	% Letters	% Other	Total Number of Assignments
The College Writer's Handbook			2(1)		98(60	61
Creating Compositions	1(5)	2(6)			97(354)	365
The Five-Hundred Word Theme	15(13)	4(3)			81(69)	85
Harbrace College Hand-Book	4(7)	1(2)		1(2)	93(151)	162
Holt Guide to English	5(7)	27(36)			67(88)	131
Modern English Handbook	4(5)	5(6)		2(3)	89(113)	127
Paragraphs and Themes	4(3)	8(6)			89(71)	80
Patterns of Exposition		4(12)			96(292)	304

hypotheses were explored:

I. Advanced ESL and freshman composition textbooks present similar writing techniques, topics, and assignments.

II. Composition texts written for non-native speakers are suitable for use with university ESL students who concurrently take or will subsequently take other university courses.

III. Freshman composition texts can be used with foreign students without making changes, e.g., cultural or vocabulary explanations.

IV. Composition goals for advanced ESL and freshman composition courses are the same.

In addition to these hypotheses, eight secondary research questions were established to further investigate the role of textbooks in ESL and English courses, and to discover some characteristics of composition instructors.

a. Do ESL and English instructors utilize textbooks in similar ways?

b. Do ESL and English instructors employ similar methods for the teaching of composition?

c. Why were these textbooks chosen?

d. Will the instructors continue to use their current texts?

e. Are other English courses required for non-English majors after the freshman composition or advanced ESL course?

f. What is the academic rank of the instructors for composition courses?

g. Is there a relationship between the academic rank of the instructors and the extent to which the texts are used within the courses?

Table 12 (continued)

Textbook Title	% Paragraph	% Theme	% Research Paper	% Letters	% Other	Total Number of Assignments
Practical English Handbook		2(1)			98(49)	50
The Practical Stylist	10(6)	8(5)			82(50)	61
Prentice-Hall Handbook	3(5)	1(2)			96(179)	186
Random House Handbook	23(12)	13(7)			64(34)	53
Rhetoric Made Plain	7(4)				93(51)	55
Shaping College Writing	41(31)	5(4)			53(40)	75
Words and Ideas	8(21)	25(66)		3(7)	67(179)	266
The Writing Clinic		15(22)			85(122)	144
Writing Well	1(1)	5(5)			94(94)	100
Writing With a Purpose	10(6)	3(2)			86(50)	58

Note. Numbers in parentheses indicate the numbers of assignments counted.

the case with the ESL texts, other assignments were by far the most numerous. A student using one of these English texts would practice sentences more than paragraphs or themes.

As can be seen in Table 13, the percentages of assignment types in the English texts were almost identical to those in the ESL texts. Theme assignments comprised eight percent of all assignments, whereas other assignments comprised eighty-five percent. Based on the data presented in Table 13, it may be concluded that the ESL and freshman composition textbooks suggested similar assignments.

Because such a large percentage of both ESL and English assignments were at the sentential level, it could be that instructors are expected to devise and assign their own paragraph and theme assignments, or perhaps theme assignments are determined at the departmental level. It is impossible to judge how much writing a student actually does in a course by simply counting textbook exercises. However, if a student were assigned solely textbook-generated assignments, he would be primarily practicing sentences.

Not only did the two groups of texts suggest similar assignments, but similar percentages of the texts contained each type of assignment. An identical percentage of ESL and English

Table 13

Comparison of the Types of Assignments Suggested by the English and ESL Textbooks

Assignment	English Texts $\bar{X}$ percentage (N = 18)	ESL Texts $\bar{X}$ percentage (N = 9)
Paragraph	10	8
Theme	8	10
Research Paper	2	1
Letter	2	2
Other	85	84
Mean Total Number of Assignments Suggested per Text	123	224

Table 14

Percentage of English and ESL Composition Texts Suggesting a Particular Type of Assignment

Assignment	% English Texts (N = 18)	% ESL Texts (N = 9)
Paragraph	78 (14)	78 (7)
Theme	89 (16)	78 (7)
Research Paper	6 (1)	33 (3)
Letter	17 (3)	44 (4)
Other	100 (18)	100 (9)

Note. Numbers in parentheses indicate the number of texts.

texts suggested paragraph and other assignments. More English texts (89%) suggested themes than did ESL texts (78%). On the other hand, more ESL texts offered research paper and letter assignments. These results are displayed in Table 14.

The analysis of writing assignments showed that the ESL and freshman composition textbooks suggested similar writing assignments. However, the freshman composition texts contained an average of 123 assignments, compared to an average of 215 assignments in the ESL texts. The textbook content analysis, reported in the previous section, revealed that the English texts offered instruction in a greater number of writing principles than did the ESL texts. This is not surprising when one considers that the average ESL text was thirty-seven percent content, and that the average English text was sixty-nine percent content. In other words, exercises and blank spaces comprised sixty-three percent of a typical ESL text, but only thirty-one percent of an average English text. This finding is crucial to the study. To be more useful and instructive, current ESL texts should be modified to include fewer exercises and more substance.

Writing Topics

The writing topics suggested by the textbooks examined in this study were placed into one of three categories: personal,

literary, and expository. A complete description of these categories may be found in Chapter III. The results of the analysis of ESL textbooks (Table 15) indicate that expository topics were most frequently presented in seven of the nine texts. In two of the texts (American English Rhetoric and Guided Writing and Free Writing), personal writing topics were heavily emphasized. None of the texts suggested literary topics.

The analysis of the writing topics for the freshman composition texts is given in Table 16. Expository topics predominated in seventeen of the eighteen texts, and literary topics were present in six of the texts. The total number of topics suggested ranged from zero (in Practical English Handbook) to 357 (in Patterns of Exposition).

In Table 17 is a summary and comparison of the results of the topic analysis. The figures clearly indicate the greater emphasis on personal topics in ESL composition texts (44% of ESL topics, 23% of English topics). Expository topics comprised seventy-five percent of English topics and fifty-six percent of ESL topics. Literary topics, absent in the ESL texts, accounted for sixteen percent of the topics with English Composition texts.

An analysis of the percentages of ESL and English texts that suggested writing topics (Table 18) shows that equal percentages of the two groups of texts offered personal topics. Six

Table 15

Types of Writing Topics Suggested by the ESL Texts

Textbook Title	% Personal	% Literary	% Expository	Total Number of Topics Suggested
American English Rhetoric	75 (9)		25 (3)	12
Controlled Composition in ESL				
Guide to Languages and Study Skills for College Students of ESL	8 (2)		92 (24)	26
Guided Writing and Free Writing	77 (64)		23 (19)	83
Using English: Your Second Language	27 (13)		73 (35)	48
Writing as a Thinking Process	36 (49)		64 (88)	137
Writing English	37 (34)		63 (58)	92
Writing English as a Second Language	48 (46)		52 (49)	95
Writing Through Understanding				

Note. Numbers in parentheses indicate the number of writing topics.

Table 16

Types of Writing Topics Suggested
by the English Composition Texts

Textbook Title	% Personal	% Literary	% Expository	Total Number of Topics Suggested
The College Writer's Handbook			100 (48)	48
Creating Compositions	31 (44)	1 (1)	68 (96)	141
The Five-Hundred Word Theme	15 (9)		85 (50)	59
Harbrace College Handbook	7 (2)		93 (25)	27
Holt Guide to English	13 (8)		87 (54)	62
Modern English Handbook	22 (2)	22 (2)	56 (5)	9
Paragraphs and Themes	13 (10)		87 (67)	77
Patterns of Exposition	2 (8)		98 (349)	357
Practical English Handbook				0
The Practical Stylist			100 (11)	11

Table 16 (continued)

Textbook Title	% Personal	% Literary	% Expository	Total Number of Topics Suggested
Prentice-Hall Handbook	43 (3)		57 (4)	7
Random House Handbook	20 (1)	40 (2)	40 (2)	5
Rhetoric Made Plain	40 (2)		60 (3)	5
Shaping College Writing	7 (3)		93 (43)	46
Words and Ideas	22 (23)	15 (16)	63 (65)	104
The Writing Clinic	39 (14)	8 (3)	53 (19)	36
Writing Well	50 (3)		50 (3)	6
Writing with a Purpose		10 (2)	90 (18)	20

Note. Numbers in parentheses indicate the number of topics counted.

Table 17

Comparison of the English and ESL Mean Percentages of the Types of Writing Topics

Topics	English $\overline{X}$ percentages (N = 18)	ESL $\overline{X}$ percentages (N = 9)
Personal	23	44
Literary	16	0
Expository	75	56
Mean Total Number of Topics Suggested	60	70

Table 18

Comparison of the Percentages of English and ESL Texts Suggesting a Particular Type of Writing Topic

Type of Writing Topic	% English Texts (N = 18)	% ESL Texts (N = 9)
Personal	78 (14)	78 (7)
Literary	33 (7)	0 (0)
Expository	94 (17)	78 (7)

Note. Numbers in parentheses indicate the number of texts.

of the eighteen freshman texts (33%) suggested literary topics, but none of the ESL texts did. English books contained sixteen percent more expository topics than did the ESL books (94% English, 78% ESL).

College writing is almost always of an expository nature. English textbook authors have taken this fact into account to a greater extent than have the ESL textbook authors. Perhaps ESL authors feel that ESL students are not ready for expository topics, yet, if the students are enrolled in an advanced ESL course, they should be able to deal with this type of topic. An examination of the individual ESL texts (see Table 15 above) reveals that the percentages of expository topics ranged from twenty-three to ninety-two percent. For personal topics, the range was eight to seventy-seven percent. It seems that among the ESL authors there was no widespread agreement as to what kinds of topics were most suitable for advanced ESL students.

Summary of the Textbook Analysis

The textbook content analysis showed that all of the twenty-seven texts contained some composition instruction. On the average, the freshman composition texts were thirty-four percent composition instruction, whereas the ESL texts were

thirteen percent composition instruction. Moreover, the English texts were longer (362 pages compared to 241 pages) than the ESL texts. Thus, an ESL student uses a book with thirty-one pages of composition instruction while a native-speaker uses one with an average of 126 pages of composition instruction. ESL and English textbooks presented similar writing techniques, but ESL texts offered fewer techniques. The ESL texts dealt with an average of four writing skills, and the freshman texts with an average of nine of the fifteen writing techniques delineated in this study.

The two groups of texts provided similar writing assignments and exercises, but ESL texts contained about one hundred more assignments per book. ESL texts emphasized personal topics to a greater extent than did the English texts, while the English texts suggested more expository topics than the ESL texts.

The ESL texts in this study contained sixty-three percent exercise pages and blank spaces, and only thirteen percent composition pages. In contrast, the English texts were sixty-nine percent content. To be more useful to ESL student, the current ESL texts should be revised and expanded to include more substance (that is, composition instruction). An advanced ESL student has presumably mastered the rudiments of sentence construction,

or he would not be enrolled in an advanced course. He should be ready for such concerns as style and logical argument. To deny him exposure to the writing skills which are found in native-speaker texts places him at an unfair disadvantage when he is asked to compete in regular university courses.

Based on the textbook content analysis results, Hypothesis I was partially supported. It was concluded that the ESL and English texts presented similar writing skills, but that the ESL texts did not offer as many techniques as did the English texts. ESL and freshman composition texts suggested similar writing assignments, but they emphasized different types of writing topics. Finally, the ESL and English texts differed dramatically in their allocation of textbook space to instruction and exercises, with the ESL texts devoting a great deal more space to exercise or blank pages.

The Suitability of Advanced ESL Composition Texts

Hypothesis II proposed that composition textbooks written for non-native speakers are suitable for use with university ESL students who concurrently take or will subsequently take other university courses. The ESL texts were considered suitable if, first, they presented similar writing techniques,

assignments, and topics in comparison with the English texts and second, if the ESL texts were considered suitable by the ESL instructors who completed the textbook questionnaire.

The findings of the textbook analysis indicated that ESL textbooks presented about half the writing principles which freshman composition textbooks presented. Both groups of texts studied suggested similar writing assignments, but they suggested different types of writing topics, ESL texts offered more personal topics and fewer expository topics compared with freshman composition texts. A foreign student using an ESL text examined in this study may not receive the writing instruction he needs to cope with expository writing assignments in college. In general, then, ESL authors should de-emphasize personal writing because it is rarely required for university courses.

Sixteen of the twenty-one ESL respondents (76%) answered "no" to the survey question, "Do you feel that the available ESL composition textbooks are suitable for university-level ESL courses in which the students concurrently take other university courses?" Five responded "yes," and, consistent with their beliefs, these five use ESL texts in their courses. The instructors responding affirmatively to the question were requested to provide examples of suitable texts. The textbooks mentioned

were: American English Rhetoric (Bander, 1971), Guide to Language and Study Skills for College Students of ESL (Martin, et al., 1977), Writing as a Thinking Process (Lawrence, 1975), and Guided Writing and Free Writing (Robinson, 1975). These first four texts were included in the textbook analysis for this study. Also mentioned as suitable texts were Letters from Roger (Campbell and Bracy, 1972), Study Skills for Students of ESL (Yorkey, 1970), and Advanced Reading and Writing (Baumwell and Saitz, 1965). Yorkey's Study Skills for Students of ESL, though not a writing text, was nevertheless used in composition courses by some ESL instructors.

Another question in the survey asked, "Is there a need for an ESL composition textbook written specifically for university ESL students in the United States?" Nineteen instructors responded affirmatively and two responded negatively. One instructor wrote that there is especially a need for a handbook for ESL students. Another instructor, who uses a native-speaker text with her ESL class, claimed, "There is a definite gap between the highest level ESL book and the lowest level regular native English text." It appears that the differences between native and non-native composition texts have been informally noted by many ESL instructors.

The evidence did not support Hypothesis II since a majority of the respondents felt that ESL texts are not suitable for college students. Furthermore, ESL texts did not offer instruction in as many writing techniques as did the English texts. The data clearly point to the need for more and better ESL composition texts.

The Use of Freshman Composition Texts with ESL Students

Hypothesis III stated that freshman composition textbooks can be used with foreign students without making changes, e.g., cultural or vocabulary explanations. Evidence from the discussion of Hypotheses I and II and the responses to the textbook questionnaire have shown that ESL composition textbooks are not suitable for advanced ESL students. An ESL teacher wishing to use a writing text has the alternative of choosing a freshman composition textbook. The question arises as to whether freshman composition textbooks can be used with foreign students without making changes, such as cultural or vocabulary explanations. Eighteen of the twenty-one instructors surveyed (86%) thought not. They were asked to enumerate and explain the kinds of modifications which they felt were necessary. More than half mentioned that native-speaker texts would need supplementary grammar

explanations. According to the content analysis, however, a greater percentage of the English texts offered grammar instruction than did ESL texts. This paradox further proves the need for more textbook studies which can inform instructors of the contents of various types of textbooks. A busy composition teacher does not have the time to adequately peruse the large number of textbooks available to him, so textbook research can provide a real contribution to the teaching of composition.

Other instructors in the survey pointed to the complex explanations and instructions present in native-speaker texts. According to the instructors these would have to be simplified. Many instructors mentioned the problem of "culture-bound" material in freshman texts. Such material requires extra explanation. Also among the survey responses were some contradictions. For example, one teacher claimed that there needs to be more work on sentence construction than is presently offered in English texts, while another asserted that freshman composition texts devote too much space to sentence-level work.

The instructors generally expressed concern that the special needs of ESL students, particularly in the areas of vocabulary development and grammar improvement, are not adequately addressed in native-speaker texts. Despite these

concerns, ten of the twenty-nine texts used in the ESL courses were freshman composition texts. Of the eight instructors who had used a native-speaker text in a previous course, seven felt the use of the text had been successful. The one who was dissatisfied planned to use a different native-speaker text the following year. So, despite the negative remarks by Green (1967), Bracy (1971), and Gorman (1975) concerning the use of freshman composition texts with ESL students, some ESL instructors are using and will continue to use English texts with their students. These instructors should contribute to the professional literature so that others may learn from their experiences.

Hypothesis III was not supported, and it was concluded that the use of native-speaker texts with foreign students requires certain explanations and supplements from the teacher. However, despite this need for certain modifications, some instructors feel that English textbooks can be used successfully with non-native speakers.

Composition Course Goals

Hypothesis IV stated that composition goals for advanced ESL and freshman composition courses are the same. To explore this hypothesis, course syllabi and textbook questionnaires were

analyzed. Seven English course syllabi and descriptions explicitly stated the goals of the course. The following paraphrased goal was mentioned in five of the seven course descriptions: The students will learn to think and writing clearly in order to communicate their ideas to others. The two other courses were designed to "ensure that students are proficient in expository writing" and to "encourage independent thinking." It was impossible to compare the freshman composition goals with ESL course goals because only one complete ESL course syllabus was received, along with four brief course descriptions. These three goals were extracted from three different ESL course descriptions: to develop the student's ability to write clear, precise and grammatical papers which meet the standard of writing for an American graduate school; to develop ideas and express them in acceptable English; and, to refine oral production. This last goal was from a course which combined advanced writing and oral communication.

The mail survey data provided additional information concerning the goals of forty-six ESL and nineteen English courses. The questionnaire asked the respondents to check the general goals of the course. Table 19 enumerates the possible goal choices and the frequency with which they were reported by the instructors.

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Table 19

Course Goals of the English and ESL Courses in this Study

Goal Description	% English Courses (N = 19)	% ESL Courses (N = 46)
To prepare the students for other university courses	63 (12)	74 (34
To prepare the students for other English courses	42 (8)	37 (17)
To prepare the students specifically for other college writing assignments	74 (14)	72 (33)
To review English grammar	47 (9)	30 (14)
To improve vocabulary	16 (3)	33 (15)
To improve listening comprehension	11 (2)	15 (7)
To improve study skills	32 (6)	26 (12)
Other	32 (6)	15 (7)

Note. Columns total more than 100% because the respondents could choose more than one response.

As one might expect, a greater number of ESL than English instructors reported that they work towards the goal of improving vocabulary. Surprisingly, however, a greater proportion of English instructors mentioned that goals "to review English grammar" and "to improve study skills." It would be expected that a substantially greater proportion of ESL instructors would work towards improving listening comprehension. In actuality, the figures showed that eleven percent of the English and fifteen percent of the ESL instructors considered listening comprehension as a goal. All of these findings support the notion that advanced ESL students and native-speakers can be taught using similar, if not the same, methods and materials. Hypothesis IV was supported, and it was concluded that in general the ESL and English instructors worked for similar goals in their composition classes.

Summary of the Results

Three of the four hypotheses (I, II, III) were not supported by the data. Hypothesis IV was supported, and it was concluded that ESL and English composition goals are similar. The ESL texts in this study generally devoted less space to composition instruction and they presented fewer writing techniques than did the freshman composition texts. The ESL texts suggested

more personal topics and fewer expository topics than the English texts; however, the types of assignments encountered in the ESL and English texts were determined to be similar.

It was concluded that the ESL texts were not suitable for university-level ESL courses because, contrary to Hypothesis I, the content of the texts differed from that of the freshman composition texts, and because nearly three-fourths of the ESL instructors who participated in the textbook survey expressed the view (contrary to Hypothesis II) that the ESL texts were unsuitable. Freshman composition texts can be successfully used with ESL students, but certain modifications, such as grammar and vocabulary explanations, may be necessary to allow for the special needs of ESL students (Hypothesis III).

Finally, composition goals were similar for the advanced ESL and freshman composition courses (Hypothesis IV). This finding accentuates the need for ESL texts which are more similar to native-speaker texts. More advanced composition textbooks should be written which consider the writing needs of university students who are non-native speakers of English. ESL textbook authors should bear in mind that there are certain writing skills which are needed by all university students, regardless of language background.

Secondary Questions of the Study

The mail survey questionnaires, course syllabi, and textbook analysis data provided answers to several questions which were secondary to this study, but which nevertheless are relevent to composition and textbook research.

Do ESL and English Instructors Utilize Textbooks in Similar Ways?

The textbook questionnaire asked the instructors how they used texts within their courses. The respondents were given these three options:

1. As an integral part of the course; content of textbook closely reflects primary goals of the course; instructors and students use the book often.

2. As quite an important part of the course, though other books and materials are also used; content of the text reflects only part of the course goals.

3. As a reference book for the students; other books are used, and the content of the book supplements the course.

An analysis of the results displayed in Table 20 shows that forty-five percent of the twenty English instructors reported that textbooks were an integral part of their course. A larger percentage of ESL instructors, fifty-seven percent, used texts

Table 20

The Extent of Textbook Usage in the English and ESL Courses

Option	% English Courses (N = 20)	% ESL Courses[a] (N = 46)
Integral Part of Course	45	57
Quite Important Part	25	33
Reference Book	30	11

[a]ESL total does not equal 100 due to rounding.

as an integral part of their courses. About the same percentage of ESL and English instructors used texts as quite an important part of the course. Thirty percent of the freshman composition instructors, compared with eleven percent of the ESL instructors, utilized textbooks as reference books.

To summarize, the ESL instructors used texts more frequently as an integral part of the course than did the English instructors. The instructional content of texts used in ESL courses becomes crucial when one considers that over half of the instructors utilized the text as an integral part of the course.

Do ESL and English Instructors Employ Similar Methods for the Teaching of Composition?

Unfortunately, the ESL course syllabus and descriptions did not describe teaching methods. The ten English course syllabi, however, suggested various methods, such as the use of peer-study groups, student-teacher conferences, and the use of a composition checklist technique. Two English syllabi recommended that the students read their papers aloud in class, so that they could receive feedback from class members.

Although this research did not yield any conclusive results, a comparison and sharing of teaching methods between

the English and ESL disciplines would benefit both. There is a need for further research in this area of teaching methods.

Why Were These Texts Chosen?

The instructors responding to the textbook questionnaire were asked why they had chosen the texts that they were using. They could choose one or more of five options, which are listed below in Table 21 along with the frequency of their responses. About eighty-four percent of both the ESL and English instructors chose their texts because the content of the text was compatible with their course content and goals. The second most frequent reason was that the instructors liked the text.

The content of the textbook was overwhelmingly the major criterion for selecting a particular text, in both the ESL and English courses. This finding emphasizes the importance and usefulness of knowing the contents of available textbooks. Furthermore, a textbook researcher is justified in assuming that the content of a textbook can be a reliable indication of the course content when the text is used as an important part of the course. This last point leads to one of the most crucial findings of the study. It has been shown that ESL and English instructors generally work towards similar goals in their composition classes

Table 21

Reasons for Selecting Textbooks

	% English Instructors (N = 20)	% ESL Instructors (N = 46)
Cost per copy is reasonable	5	13
Content of text is compatible with course content and goals	84	85
Instructors like this text	32	51
Students like this text	11	24
Other	16	13

Note. Figures in each column total more than 100% because the respondents could select more than one reason.

(Hypothesis IV). More than half of the ESL instructors utilize ESL texts as integral parts of their courses, and ESL texts differ from freshman composition texts in the amount and type of composition instruction offered (Hypothesis I). Therefore, in practice the ESL instructors are not working towards goals similar to those of English instructors. This discrepancy between expressed goals and actual practice deserves attention from ESL professionals. Both ESL courses and textbooks should be re-evaluated to determine whether ESL students are receiving the composition instruction they need for success in universities where English is the medium of instruction.

Will the Instructors Continue to use Their Current Texts?

The instructors in this study were to some degree satisfied with their text materials. Nearly ninety percent stated that they planned to use the textbooks again. This does not mean that the textbooks were whole-heartedly supported. For example, in some schools, a text was adopted on a departmental level. One instructor wrote, "This text is less offensive to our department than some others."

Are Other English Courses Required for Non-English Majors after the Freshman Composition or Advanced ESL Course?

This study revealed that more ESL students were required to take other English courses than were American students (56% of the ESL students, 25% of the American students). This means that forty-four percent of the ESL programs did not require their students to take additional English courses. For the foreign student in one of these programs, the composition textbook and course are of importance because he will not be taking other English courses.

What is the Academic Rank of the Instructors for Composition Courses?

Approximately half of the ESL courses were taught by teaching assistants or associates, compared to less than one-fourth of the freshman composition courses. Non-tenured, non-permanent faculty (levels 1 and 2 in Table 22) taught seventy-five percent of the ESL courses and forty-two percent of the English courses. Regular faculty (levels 3 and 4) were responsible for eleven percent of the ESL courses and fifteen percent of the English courses. Overall, then, ESL courses were taught by instructors with lower academic ranks than were English courses.

Table 22

The Academic Ranks of the English and ESL Composition Instructors

Level	Description of Rank	% English Instructors (N = 19)	% ESL Instructors (N = 45)
1	Teaching Assistants or Associates	21	49
2	Instructors or lecturers	5	24
3	Assistant professors (non-tenured regular faculty)	5	7
4	Professors or associate professors (tenured faculty)	10	4
1,2	Teaching assistants and instructors	16	2
1,3	Teaching assistants and assistant professors		9
2,3	Instructors and assistant professors		2
1,3,4	Teaching assistants, assistant professors, professors	5	
2,3,4	Instructors, assistant professors, professors	10	
1,2,3, 4	All ranks, from teaching assistants to full professors	26	

Is There a Relationship Between the Academic Rank of the Instructors and the Extent to which the Texts Are Used Within the courses?

Table 23 presents the academic ranks of thirty-eight ESL and nine English instructors and the extent to which texts are used in their courses. An analysis of the data reveals that approximately half of all instructors, regardless of academic rank, used textbooks as an integral part of their courses. There does not seem to be a relationship between academic rank and the extent of text usage. Nevertheless, the ESL instructors more frequently used texts as an integral part of the course than did the English instructors, and in general, the ESL instructors held a lower academic rank than the freshman composition instructors.

Are Remedial Freshman Composition Textbooks More Similar to ESL Texts Than to Regular Freshman Composition Texts?

In recent years, more and more remedial freshman composition texts have appeared on the textbook market, at least partially in response to the needs of junior college students. This is not to imply that all junior college students require remedial work in English composition, but rather that a larger percentage may need special help than do students in four-year institutions. This trend can probably be attributed to the "open admissions" policy of most junior colleges. Remedial texts are

Table 23

Relationship Between the Academic Ranks of the Composition Instructors and the Extent to Which They Use Textbooks

Extent of Text Usage	% Teaching Assistants (N = 27)	% Instructors (N = 12)	% Assistant Professors (N = 4)	% Professors (N = 4)
Integral part of the course	52	50	50	50
Quite an important part of the course	26	42	50	50
Reference text only	22	8	0	0

written for college students who need to improve their basic English skills before entering a required freshman composition course. An ESL teacher wishing to use a native-speaker text has the option of selecting a remedial English text.

Three of the eighteen English textbooks in this study were remedial: Creating Compositions (Wiener, 1977); Paragraphs and Themes (Canavan, 1975); and The Writing Clinic (Loewe, 1973). Each of these texts was being used in one of the ESL courses in this study. The texts were identified as remedial by the instructors who used them. The prefaces of the books do not indicate that the texts are remedial (for obvious reasons). Rather, it is necessary to look for certain clues if one wishes to determine whether the text is remedial. When the emphasis of a text is on basic sentence structure, vocabulary, and paragraphs, it is likely to be remedial. These kinds of books generally end at the point when the student is ready to write full-length expository themes.

A display of the percentage of remedial English text books devoted to the general instruction categories appears in Table 24. The three texts varied widely in the length of their composition instruction. In fact, of the ten general categories,

Table 24

Percentage of Remedial English Textbook Space Devoted to the General Instruction Categories

Text Title	Total Number of Pages	Words	Sentences	Grammar	Composition	Usage	Mechanics	Spelling	Vocabulary Improvement	Dictionary Use	Other	Total[a] Percentage
Creating Compositions	392	1	8	7	11	.04	4	1	1	.03	17	51
Paragraphs and Themes	341	2	1		35	1						39
The Writing Clinic	254	2	1	24	7		3				6	43

[a]Total percentages do not equal 100 because of the blank spaces and exercises present in the texts.

only words was treated to a similar extent by all three books. Creating Compositions included instruction in all of the ten categories, whereas Paragraphs and Themes, and The Writing Clinic each referred to about half of the categories.

Table 25 provides the results of a content comparison between remedial English, freshman composition and ESL texts. The mean percentages of space in each of the nine general categories were compared for the three types of texts. On the average, the three remedial texts were more similar to the ESL texts than to the English texts in the percentage of textbook space they allocated to composition and grammar instruction. Remedial texts were typically longer than ESL texts, but shorter than English texts. The total percentage of instructional space (excluding exercises and blank pages) was forty-four percent for remedial texts, thirty-seven percent for ESL, and sixty-nine percent for English texts; thus, ESL and remedial texts were quite similar in this respect.

The types of writing assignments and topics suggested by the remedial texts were analyzed. Table 26 reveals that all three texts heavily emphasized other assignments, so that a student using one of these texts would receive a great deal of

Table 25

Comparison of the Remedial English, English, and ESL Mean Percentages of Textbook Space Devoted to the General Instruction Categories

Category	Remedial Texts $\bar{X}$ Percentage (N = 3)	English Texts $\bar{X}$ Percentage (N = 18)	ESL Texts $\bar{X}$ Percentage (N = 9)
Words	2	5	1
Sentences	3	6	2
Grammar	16	11	16
Composition	18	34	13
Usage	1	1	6
Mechanics	4	7	3
Spelling	1	2	2
Vocabulary Improvement	1	1	11
Dictionary Use	.03	1	0
Other	12	14	6
Total Percentage of Instructional Space	44	69	37
$\bar{X}$ Total Number of Pages in Texts	329	362	241

Table 26

Writing Assignments and Topics
Suggested by the Remedial English
Textbooks

Text Title	% Paragraph Assignments	% Theme Assignments	% Research Papers	% Letter Assignments	% Other	Total Number of Assignments	% Personal Topics	% Literary Topics	% Expository Topics
Creating Compositions	1	2			97	365	31	1	68
Paragraphs and Themes	4	8			89	80	13		87
The Writing Clinic		5			85	144	39	8	53

practice at the sentential level. Expository topics were more often suggested than were personal topics, while literary topics were rarely mentioned. Apparently remedial English authors have recognized the greater usefulness of expository topics to college students.

The types of writing assignments and topics in the ESL, English and remedial English texts were compared (See Table 27). Remedial texts suggested an average of 196 assignments per book, compared to 123 for English and 224 for ESL. Remedial texts devoted more space to exercises and assignments than did regular English texts. This accounts for the fact that remedial texts contained a smaller percentage of instructional content than the other English texts. As was the case with English texts in general, the remedial texts offered fewer personal topics and more expository topics than did the ESL texts.

The use of a remedial English text with foreign students remains a viable alternative to using ESL texts, although the relatively small percentage (18%) of composition instruction might not be adequate for an ESL student who will not take another English course. Remedial English students are usually required to take regular freshman English, so for them the situation is not as crucial.

Table 27

Comparison of the Types of Assignments and Topics Suggested by the Remedial English, English, and ESL Textbooks

Assignments	Remedial Texts $\bar{X}$ Percentage (N = 3)	English Texts $\bar{X}$ Percentage (N = 18)	ESL Texts $\bar{X}$ Percentage (N = 9)
Paragraph	3	10	8
Themes	8	8	10
Research Paper	0	2	1
Letter	0	2	2
Other	90	85	84
$\bar{X}$ Total Number of Assignments	196	123	224
Topics			
Personal	28	23	44
Literary	5	16	0
Expository	69	75	56

Summary of the Results of the Secondary Questions

The findings regarding the eight secondary questions have reinforced the importance of textbooks in composition courses. The compatibility of the textbook content with the course content was the major criterion for selecting a text, and the text was considered an integral part of about half of both the ESL and English courses.

A discrepancy between expressed ESL course goals and actual instructional practice emerged from the data. This finding points to the need for a careful re-evaluation of ESL courses and textbooks. Producing new ESL textbooks which include more writing techniques will not completely solve the problem. Rather, the attitudes and knowledge of ESL teachers must also be addressed. For example, perhaps some instructors are unaware of the writing demands of non-ESL courses. Since more than half of the ESL students were not required to take additional English courses, the advanced ESL composition course is of particular importance to those students who will continue their studies in American universities.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Although both ESL and freshman composition texts are designed to teach students how to write, their authors approach the task differently. The ESL textbook authors emphasize writing exercises over actual writing instruction, whereas the English authors devote more of their pages to writing instruction. Based on the analysis of nine ESL and eighteen English composition texts, and on the data from sixty-five questionnaires, the typical (or average) text and course in this study could be characterized as follows.

The Typical ESL Textbook and Course

The typical ESL text was a paperback book 241 pages long, with 42.4 pages of composition instruction, and 38.5 pages of grammar instruction. It suggested 215 exercises, of which thirty-four were composition assignments. The ESL book suggested sixty-six writing topics, including twenty-seven personal topics and thirty-nine expository topics.

The average ESL composition course was taught by a teaching assistant or associate who used an ESL text as an integral

part of the course. The goals of the course were to prepare the students for other university courses, to prepare the students for other college writing assignments, and to prepare them for other English courses.

The Typical English Composition Textbook and Course

The average freshman composition text was 362 pages long, with 134.2 pages of composition instruction and 39.8 pages of grammar instruction. About two-thirds of the English texts were soft-cover. The typical text suggested 123 exercises, of which eighteen were compositions. It suggested sixty writing topics, including thirteen personal and forty-seven expository. Unlike the typical ESL text, it included a list of correction symbols and an index. Sample themes, literary passages, and research papers were often part of the English text's instructional content. The profile of a typical freshman composition instructor did not emerge from the data. The academic ranks ranged from teaching assistants to full professors, all of whom used texts either as an integral part of the course or as a reference book.

The student enrolled in the freshman composition course was normally not required to take additional English courses upon completion of this course. The goals of the course were to prepare the students for other university courses and to prepare them for other college writing assignments.

Hypotheses and Secondary Questions

The results of this research have reaffirmed the importance of textbooks in the teaching of composition. Texts were used in virtually all of the sixty-six courses considered in the study. In over half of the courses, the instructors reported that the content of the textbook closely reflected the goals of the course. Perhaps because of the lack of other research in the area of textbook analysis, the participants expressed a great deal of interest in this study. Forty-nine of the sixty-six respondents requested a thesis summary.

Because textbooks are used extensively, the contents are crucial, particularly when the course goals and text content are closely related. The overwhelming majority of textbooks are selected primarily because their content is compatible with course aims. The contents of ESL texts have been shown to be different from those of English texts in the amount and type of composition instruction offered. Yet ESL and English instructors reported that they were working towards similar goals. Furthermore, over half the ESL instructors felt that the contents of their texts closely reflected the goals of the courses. There seems to be a discrepancy between expressed composition goals and actual instructional practice; therefore, both ESL courses and textbooks should be re-evaluated by professionals in the field to determine whether ESL students are receiving the composition instruction that they need for survival in an American university.

Recommendations

The following recommendations are offered as possible partial solutions to the discrepancies found between ESL and freshman composition texts.

Foreign students should be assigned more non-personal essays than personal essays. Realistically, a university student rarely has the opportunity to write on personal subjects because expository writing is required in nearly all college writing assignments. Personal writing should not be totally eliminated from an ESL curriculum, but it should be de-emphasized.

The use of native-speaker texts with foreign students is desirable when an ESL instructor is dissatisfied with the available ESL texts. The instructor should bear in mind that various modifications might be necessary to allow for the language capabilities and the cultural backgrounds of the students.

The existing ESL composition texts are not entirely unsuitable for use with advanced students, but certain changes are needed. As revealed in Table 1, only two of the nine ESL texts have been revised, whereas fifteen of the eighteen freshman texts are at least in their second edition. (Since this study was conducted, a second edition of American English Rhetoric by Bander has been published.) Revisions of current ESL texts that would increase the amount of writing instruction and decrease the large number of exercises would enhance the texts' appropriateness for advanced students. ESL

students understandably may require more practice and exercises than native speakers, but these exercises should not substitute for substance. Revising an existing freshman composition text for use with foreign students is another possibility.

None of the nine ESL texts in this study was a handbook which could be used by the student as a reference book after completion of the ESL course. In fact, only five of the nine ESL texts (56%) had indexes, compared to fifteen of the eighteen English texts (83%). These findings indicate that there is a need for a comprehensive handbook written for ESL students. Such a handbook should be organized to allow the instructor to use the various sections in any sequence, according to the needs of the students. The format should be uncluttered so that the student could quickly locate desired information.

Teachers could benefit from the invention of a thorough, efficient, yet not too time-consuming method for the analysis of textbook content. Selecting a textbook can be confusing, so such a method would aid in the selection process, thus possibly increasing the effectiveness of the text material.

Finally, it is imperative that the Teaching English as a Second Language (TESL) profession conduct more research in the area of teaching composition to ESL students. There needs to be more sharing of composition theories, teaching methods and techniques within the TESL field. The contributions of composition research in the field of English should not be overlooked because

an advanced ESL student should be working for many of the same writing goals as a native English-speaking student.

Suggestions for Future Research

Although this study partially answers some questions about the contents of composition textbooks and the aims of composition courses, there remain many unanswered questions in the areas of textbooks and the teaching of composition. A follow-up study could seek to determine the sociological, psychological and educational philosophies that underlie ESL composition texts. Such a study would be similar to Koops' research with junior and senior high school English texts.

Another interesting possibility for a study would be to investigate how foreign students feel about the ESL texts they use. Do they consider the texts to be suitable? What differences, if any, do they detect between their ESL texts and their other college texts?

The use of freshman composition texts with ESL students merits further research. Those ESL teachers already using native-speaker texts could provide relevant data, as could the textbooks themselves. It would be useful to devise a guide for ESL teachers planning to use a freshman text. The guide could provide suggestions for selecting and modifying a native-speaker text.

Because there is a great variety in composition courses, it would be beneficial to identify and then compare the course goals and methods of a sample of ESL and freshman composition courses. The results of this study should be widely circulated among ESL

instructors.

A practical research project that would yield results immediately applicable to the classroom would be to explore the issue of writing topics. ESL and English instructors could be asked to identify the kinds of writing topics which have been successful with their classes. Related to this idea is the question of how to locate topics. Do the instructors use textbook-generated, student-generated, or self-generated topics? Students could also be surveyed as to their topic preferences. For this project to be feasible, the researcher would need to consider topics for only one level of student (university, high school, etc.).

It would be difficult yet worthwhile to determine whether or not the intellectual level of English texts is similar to that of other college texts. The initial problem would be to devise a measure of the intellectual level of a textbook.

Two other areas for further ESL composition research are (1) to study the correlation between an instructor's experience with teaching composition and his reliance upon textbooks, and (2) to investigate student perception of the importance of textbook material. The second study could be modeled after Spring's 1972 study.

Conclusion

University ESL courses should prepare foreign students to compete successfully with native-speakers in non-ESL courses, so writing instruction is of paramount importance. The findings of this

study have shown that the few ESL composition texts that exist are used extensively in advanced ESL courses. Yet the results of the textbook content analysis and the survey of ESL instructors have cast doubt on the suitability of these ESL texts especially for use with advanced students who are taking other university courses. ESL educators need to become more aware of the contents of English texts and of the goals of freshman composition courses. This awareness should help them decide which goals to establish for an advanced composition course and which composition textbook to select.

APPENDICES

Appendix	Title
A	First Cover Letter
B	Description of the "Other" Broad Category
C	Description of the "Other" Composition Category
D	Description of "Other" Exercises
E	Textbook Content Analysis Form
F	Second Cover Letter
G	Textbook Questionnaire for Both ESL and English
H	Questionnaire for ESL Instructors Using ESL Texts
I	Questionnaire for ESL Instructors Using Native-Speaker Texts
J	Course Syllabus Analysis Form
K	Course Description Analysis Form

APPENDIX A

UNIVERSITY OF CALIFORNIA, LOS ANGELES

ENGLISH AS A SECOND LANGUAGE
DEPARTMENT OF ENGLISH
LOS ANGELES, CALIFORNIA 90024

February 1, 1977

For my MA thesis in Teaching English as a Second Language, I am comparing the content of English as a Second Language (ESL) composition textbooks with that of English textbooks at the university level. In order to carry out the study, I need to determine which textbooks are currently being used in freshman and ESL composition courses. Will you please help me by filling out and returning the enclosed postcard as soon as possible? If you do not use a text in the course, indicate what text materials you do use, if any.

If you are interested in learning the results of this study, check the appropriate box on the postcard.

Thank you for your cooperation.

Sincerely yours,

Jennifer D. van Schaik

Jennifer D. van Schaik
MATESL Candidate and
Teaching Associate

John F. Povey
Professor of English and
Thesis Advisor

Dear Colleague,

I wish to assure you that the TESL Section endorses this study.

Russell N. Campbell
Vice Chairman, Department of
English

APPENDIX B

DESCRIPTION OF THE "OTHER" BROAD CATEGORY

English Textbooks

	Title	Description
1.	The College Writer's Handbook	Preliminary suggestions.
2.	Creating Compositions	"THE PROFESSIONALS SPEAK" (reading passages and questions) Student writing samples--passages and questions Chapter introductions. Job interviews, resumes.
3.	Harbrace College Handbook	Glossary of usage. Glossary of grammatical terms.
4.	Holt Guide to English	Glossary of Usage.
5.	Modern English Handbook	Glossary of usage. History of English.
6.	Patterns of Exposition	"A GUIDE TO TERMS" (rhetorical terms) Models, including a profile of the author.
7.	Practical English Handbook	Glossary of usage and terms.
8.	The Practical Stylist	Glossary of usage.
9.	Prentice-Hall Handbook	History of English. Glossary of usage.
10.	Words and Ideas	Introduction. Glossary of usage.

DESCRIPTION OF THE "OTHER" BROAD CATEGORY

(continued)

English Textbooks

Title	Description
11. The Writing Clinic	Chapter summaries. Keys to exercises.
12. Writing Well	Glossary of usage and grammatical terms.
13. Writing with a Purpose	Glossary of usage.

ESL Textbooks

Title	Description
1. American English Rhetoric	Model passages at the beginning of each chapter.
2. Guide to Language and Study Skills for College Students of ESL	Student papers.
3. Writing English as a Second Language	Supplementary reading for writing exercises.
4. Writing Through Understanding	The differences between speaking and writing. Models - read and answer questions.

APPENDIX C

DESCRIPTION OF THE "OTHER" COMPOSITION CATEGORY

English Textbooks

	Title	Description
1.	The College Writer's Handbook	Writing for science courses.
2.	Creating Compositions	Choosing a title for a theme. Using statistics and quotations in writing. Business letters. Writing a summary. Taking notes.
3.	Harbrace College Handbook	Business letters.
4.	Holt Guide to English	"THE WRITER" Writing on literary topics.
5.	Modern English Handbook	Introduction to writing. Writing about literature. Plagiarism. Examinations and impromptu writing.
6.	Paragraphs and Themes	Choosing a title for a theme.
7.	Practical English Handbook	Subjects for papers. Writing about literature.
8.	Prentice-Hall Handbook	Writing summaries, taking essay examinations.
9.	Random House Handbook	Taking notes for themes.

DESCRIPTION OF THE "OTHER" COMPOSITION CATEGORY

(continued)

ESL Textbooks

	Title	Description
3.	Guided Writing and Free Writing	Writing an essay examination.
4.	Using English: Your Second Language	Letters.
5.	Writing English	Introduction to writing the longer composition. Essay examinations.
6.	Writing English as a Second Language	Writing a précis.
7.	Writing Through Understanding	Indirect address. Factual account. Summarizing.

APPENDIX D

DESCRIPTION OF "OTHER" EXERCISES

English Textbooks

	Title	Description of Selected Exercises (not a comprehensive study)
1.	The College Writer's Handbook	Define terms. Grammar exercise. Passages for editing. Writing exercises, such as "WHAT FOLLOWED THESE BEGINNINGS?"
2.	Creating Compositions	Vocabulary exercises. Questions about passages. Choosing titles for themes. Proofreading practice. Finding the topic.
3.	The Five-Hundred Word Theme	Analyze models. Outline practice. Find coherence devices in a paragraph. Draw inferences. Review exercises. Vocabulary exercises. Fact vs. opinion exercises.
4.	Harbrace College Handbook	Grammar exercises. Mechanics exercises. Punctuation exercises. Revise sentences. Composition analysis. Word usage exercises. Choose title. Select main ideas. Evaluate two library papers.

DESCRIPTION OF "OTHER" EXERCISES

(continued)

English Textbooks

	Title	Description of Selected Exercises (not a comprehensive study)
5.	Holt Guide to English	Rewrite the introduction of a recent theme. Write a dialogue between two people. Keep a research diary.
6.	Modern English Handbook	Analyze cartoons. Narrow broad topic. Identify audience of a paragraph. Write four paragraphs about the same incident using different rhetorical modes. Grammar exercises. Retell Bible passage in modern English.
7.	Paragraphs and themes	Read a model. Answer questions.
8.	Patterns of Exposition	Questions related to models. Diction and vocabulary exercises. Suggestions for writing and discussion.

DESCRIPTION OF "OTHER" EXERCISES

(continued)

English Textbooks

	Title	Description of Selected Exercises (not a comprehensive study)
9.	Practical English Handbook	Grammar exercises. Punctuation exercises. Identify errors in logic. Choose a topic sentence for a paragraph.
10.	The Practical Stylist	Find three of four arguments for a proposition. Research paper exercises. Grammar exercises.
11.	Prentice-Hall Handbook	Grammar exercises. Punctuation exercises. Evaluate one of your own themes. Outlining exercises. Write a précis.
12.	Random House Handbook	Analyze passages. Find two paragraphs in your own writing that are deficient in unity, clarity; then rewrite them. Punctuation exercises. Grammar exercises. Sentence exercises.

DESCRIPTION OF "OTHER" EXERCISES

(continued)

English Textbooks

Title	Description of Selected Exercises (not a comprehensive study)
13. Rhetoric Made Plain	Rewrite pompous sentences. Develop a thesis idea. Outline exercises. Word usage exercises. Logic exercises.
14. Shaping College Writing	Choose a good topic sentence for a paragraph. Identify non-unified elements. Multiple choice questions. Identify concerning paragraphs. Fact or opinion statements. Make an outline from a paragraph.
15. Words and Ideas	Review exercises. Discussion questions. Analyze paragraphs. Write an abstract of a research paper. Word exercises. Grammar exercises. Mechanics exercises. Essay exam practice.

DESCRIPTION OF "OTHER" EXERCISES

(continued)

English Textbooks

	Title	Description of Selected Exercises (not a comprehensive study)
16.	The Writing Clinic	Discussion questions related to reading. Self-tests and quizzes.
17.	Writing Well	Pre-writing exercises. Analyze theme. Revise theme beginnings. Recognize incoherence. Find flaws in arguments.
18.	Writing with a Purpose	Choose good thesis statements. Answer questions concerning an essay. Make more complete sentences. Revise a paragraph. Evaluate an outline. Identify inconsistencies. Judge stylistics of an essay.

DESCRIPTION OF "OTHER" EXERCISES

ESL Textbooks

Title	Description of Selected Exercises (not a comprehensive study)
1. Advanced Reading Skills	Summarizing, paraphrasing practice. Reading discussion questions. Vocabulary exercises. Transitional phrase exercises. Dictation. Outlining practices.
2. American English Rhetoric	Grammar exercises. Punctuation exercises. Vocabulary exercises. Review exercises. Copy a paragraph or theme. Outlining practice. Discussion questions.
3. Controlled Composition in English as a Second Language	Copy a passage. Rewrite a passage making certain prescribed changes. Combine sentences.
4. Guide to Language and Study Skills for College Students of English as a Second Language	Grammar exercises. Punctuation exercises. Discussion questions. Vocabulary exercises. Summarizing practice.

DESCRIPTION OF "OTHER" EXERCISES

(continued)

ESL Textbooks

	Title	Description of Selected Exercises (not a comprehensive study)
5.	Guided Writing and Free Writing	Change questions to statements. Dictation. Oral grammar exercises. Written grammar exercises. Spelling exercises.
6.	Using English: Your Second Language	Grammar exercises. Punctuation exercises. Combine sentences to make a paragraph. Change tense of a given paragraph.
7.	Writing as a Thinking Process	Sentence combining. Drawing inferences. Identifying fact and opinion. Design the set for a play. Write statements (such as cause-effect inferences) based on data given.
8.	Writing English	Grammar exercises. Answer questions regarding a passage. Oral questions and answers. Outlining exercises.

APPENDIX D

DESCRIPTION OF "OTHER" EXERCISES

(continued)

ESL Textbooks

	Title	Description of Selected Exercises (not a comprehensive study)
9.	Writing English as a Second Language	Answer questions concerning a passage. List opinions. Answer questions about personal topics.
10.	Writing through Understanding	Answer questions about a passage. Change a model in some way, then rewrite it. Summarizing practice.

APPENDIX E

Textbook Content Analysis Form

Textbook Title _____

Publisher _____ Date _____ Edition _____

Author(s) _____ Paperback Hardback $ _____

Number of pages _____ Number of Chapters _____

Index _____

Total _____

GENERAL CATEGORIES

Category	Tally	Total	Percentage
Words			
Sentences			
Grammar			
Composition			
Usage			
Mechanics			
Spelling			
Vocabulary Improvement			
Dictionary Use			
Other			
Other			

COMPOSITION CATEGORY

Category	Tally	Total	Percentage
Outlining			
Choosing/ narrowing topic			
Paragraph			
Transitions			
Paragraph variety			
Research paper			
Logical argument			
Fact/opinion			
Editing			
Style			
Tone			
Audience			
Introduction conclusion			
Ways to Organize			
Other			
Other			
Other			

List of Correction Symbols? YES NO

Composition Checklist? YES NO

Are models used: Composition _____

Paragraph _____

Literature _____

Research paper _____

TYPES OF ASSIGNMENTS

Paragraphs		Themes		Research Papers		Letters		Others	
TOTAL									

TYPES OF WRITING TOPICS

Personal		Literature		Expository	
TOTAL					

Examples of topics

_____ _____ _____

_____ _____ _____

_____ _____ _____

Description of "Other" Assignments

_____

_____

_____

How many programs use this textbook? _____ English

_____ ESL

_____ Total

What does the introduction say? _____

_____

_____

_____

Format of book and general comments:

_____

_____

_____

Questionnaire feedback about this book:

_____

_____

_____

APPENDIX F

UNIVERSITY OF CALIFORNIA, LOS ANGELES

ENGLISH AS A SECOND LANGUAGE
DEPARTMENT OF ENGLISH
LOS ANGELES, CALIFORNIA 90024

March 12, 1977

Recently you helped me with my MA thesis in Teaching English as a Second Language by listing the textbooks used in your English as a Second Language or Freshman composition courses. I would like to thank you for responding to my inquiry. As you may recall, the purpose of my study is to compare the content of ESL and English composition textbooks. I am adding a new dimension to my study by researching how textbooks are used in ESL and English courses, and what the course goals are. Therefore, I am once again asking for a little of your time.

I have narrowed down the textbooks to about 15 titles each for ESL and English. Your school is currently using one of these 30 texts. I would appreciate it if you would fill out the enclosed brief questionnaire(s) and mail it back to me as soon as possible. I am enclosing a mailing label for your convenience. In addition, would you send a course syllabus or outline? If there are only some instructors who use this particular text, please give this letter and questionnaire to one of them.

I wish to assure you that any data provided will not be identified by your name or institution in my thesis. Thanks again for your cooperation so far, and I look forward to receiving this additional information soon.

Sincerely yours,

Jennifer D. van Schaik

Jennifer D. van Schaik
MATESL Candidate and
Teaching Associate

APPENDIX G

TEXTBOOK QUESTIONNAIRE

FOR BOTH ESL AND ENGLISH

NOTE: If you feel that there is someone who might be better able to answer the following questions, please give this to him. If only certain TA's use the textbook listed below, please give this to one of them.

It would be greatly appreciated if you could send a course outline or syllabus along with this questionnaire.

1. Textbook_____ Required / Optional Course name:_____ (not just the number) No. of university or college credits _____

2. This textbook is
   __the only text used in the course
   __used with novels or books of readings
   __used with a collection of expository essays
   __Other (specify) _____

3. Are non-English majors required to take other English courses after this?

   ____Yes
   ____No

   If "Yes", please list course titles: _____

   _____

4. Why was the above textbook chosen? (You may check more than one)

   ____Cost per copy was reasonable
   ____Content of textbook is compatible with course content and goals
   ____Instructors like this text

____Students like this text
____Other (specify) _____

5. Do you plan to continue using this textbook?

____Yes
____No

6. Who most often teaches this course?

____Teaching Assistants or Associates
____Instructors or Lecturers
____Assistant Professors (non-tenured regular faculty)
____Professors or Associate Professors (tenured regular faculty)

7. What are the general goals of this course? (You may check more than one)

____To prepare the students for other university courses
____To prepare the students for other English courses
____To prepare the students specifically for other college writing assignments
____To review English grammar
____To improve vocabulary
____To improve listening comprehension
____To improve study skills
____Other (specify) _____

8. How is this textbook used? (Choose only one)

____As an integral part of the course. Content of textbook closely reflects primary goals of the course. Instructors and students use the book often.

____As quite an important part of the course, though other books and materials are also used. Content of the text reflects only part of the course goals.

____As a reference book for the students. Other books are used, and the content of this book supplements the course.

APPENDIX H

QUESTIONNAIRE FOR ESL INSTRUCTORS

USING ESL TEXTS

1. Do the students who take the course listed in number 1 of the first page:

   _____ concurrently take other university courses?
   _____ only take ESL courses, and have no intention of enrolling in a university?
   _____ only take ESL courses, but plan to take regular university courses?

2. Do you feel that the available ESL composition textbooks are suitable for university-level ESL courses in which the students concurrently take other university courses?

   _____ Yes If "yes" give examples of suitable texts.
   _____ No If "no" go to question 3.

3. Is there a need for an ESL composition textbook written specifically for university ESL students who take or plan to take other university courses?

   _____ Yes
   _____ No

4. Can composition texts written for native-speakers be used with foreign students without making certain changes?

   _____ Yes
   _____ No If "no" what kinds of modication and supplements are necessary?

APPENDIX I

QUESTIONNAIRE FOR ESL INSTRUCTORS

USING NATIVE-SPEAKER TEXTS

1. Do the students who take the course listed in number one of the first page:

   _____ concurrently take other university courses?
   _____ only take ESL courses, and have no intention of enrolling in a university?
   _____ only take ESL courses, but plan to take regular university courses?

2. Do you feel that the available ESL composition textbooks are suitable for university-level ESL courses in which the students concurrently take other university courses?

   _____ Yes If "yes" give examples of suitable texts.
   _____ No If "no" go to question 3.

3. Has this native-speaker text been used before in this ESL course? If "yes," was it successful? Why or why not?

   _____ Yes
   _____ No

4. Is there a need for an ESL composition textbook written specifically for university ESL students in the United States?

   _____ Yes
   _____ No

5. Do you feel that native-speaker textbooks can be used with foreign students without making certain changes?

   _____ Yes
   _____ No If "no," what kinds of modifications and supplements are necessary?

APPENDIX J

Course Syllabus Analysis Form

Code # _____

Course Title _____ No. of Credits _____

Who usually teaches this course? _____

Are other English courses required after this? YES NO

Textbook(s) _____ How used? _____

_____ How used? _____

_____ How used? _____

Do the students take other university courses? (ESL) _____

Duration of course _____ Class meets _____

Course Goals: _____

_____

_____

Number of writing assignments _____ Description _____

_____

	Category
Topics _____	_____
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX K

Course Description Analysis Form

Code # _____

Course Title _____ # of credits _____

Are other English courses required after this one? YES NO

Who teaches this course most often? _____

Textbook(s) _____ How used? _____

_____ How used? _____

_____ How used? _____

Do the students take other university courses? (ESL) _____

Purpose of course:

Methods:

Materials:

Exams:

OTHER COMMENTS:

Frequency and Type of Exams _____

_____

OTHER COMMENTS: _____

_____

_____

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